DOCUMENT RESUME

ED 205 465 SP 018 107

AUTHOR	Mertens, Sally K.; Yarger, Sam J.
TITLE	Teacher Centers in Action: A Comprehensive Study of Program Activities, Staff Services, Resources and Policy Board Operations in 37 Federally-Funded Teacher Centers.
INSTITUTION	Syracuse Univ., N.Y.
SPONS AGENCY	Department of Education, Washington, D.C.
PUB DATE	Jan 81
NOTE	352p.
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	Administrative Organization; Data Collection; *Decision Making; Educational Resources; Federal Aid; *Governing Boards; *Group Activities; Inservice Teacher Education; *Organizational Effectiveness; *Policy Formation; Postsecondary Education; Program Development; *Teacher Centers

ABSTRACT

This report provides an information base about federally funded teacher center projects. The information was collected between January 1 and August 31, 1980 from 37 federally funded teacher center projects. During this eight month period, 247 structured telephone interviews were conducted. Three major categories of questions provided the focus for the interviews. The first was addressed to the policy boards and asked whether teachers were exercising their mandated right to participate in project decision making. In the second question category, specific questions were asked on program activities, their focus, instructional formats, instructors, length of program, and active participants. The third category of questions elicited descriptions of services that teacher center staff provided for individual teachers and the resources that are available for teachers. The first chapter discusses the development of the study design and the rationale for the focus on the three major categories of questions. The second chapter describes the data collection and analysis procedures. The third, fourth, and fifth chapters give detailed discussions on the responses to the three question categories. Implications for inservice education are considered in the sixth chapter. Appended to the study is a Help Book that contains information on the logistics of teacher center documentation, including samples of instrumentation used in the data collection and the training manual that project documentors used in this study. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED205465

TEACHER CENTERS IN ACTION:

A Comprehensive Study of Program Activities, Staff Services, Resources and Policy Board Operations in 37 Federally-Funded Teacher Centers

Sally K. Mertens and Sam J. Yarger

Syracuse University

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☑ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Sam J. Yarger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP 018 107

Syracuse Area Teacher Center
150 Marshall Street
Syracuse, New York 13210

January, 1981

The Activity which is the subject of this report was supported in whole or in part by the U. S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Department of Education, and no endorsement by this agency should be inferred.

CONTENTS

FOREWORD iv

ACKNOWLEDGMENT vi

CHAPTER I: INTRODUCTION TO THE STUDY 1

Development of the Design 2
Rationale for the Questions 4
  Policy Board Questions 6
  Program Activities Questions 7
  Staff Service and Resource Questions 7
Summary 8
References 9

CHAPTER II: DATA COLLECTION AND ANALYSIS PROCEDURES 10

Training the Project Documentors 10
Training the Telephone Interviewers 11
Data Collection 13
Data Analysis 15
  Training the Coders 16
  Data Processing 17
  Reporting the Data 17
Summary 17

CHAPTER III: THE POLICY BOARD 20

Participation in Policy Board Decision Making 21
  Summary 24
Focus of Policy Board Decisions 25
  Project Management Decisions 25
  Program Decisions 29
  Summary of Decision Areas 33
Types of Policy Board Decisions 36
  Policy/Supervisory Decisions 36
  Administrative Decisions 38
  Procedural/Other Decisions 39
  Summary of Types of Decisions 40
Policy Board Actions 41
  Affirmative Decisions 41
  Delegations 42
  Non-Affirmative Decisions 43
  Tabled Decisions 43
  Summary of Policy Board Actions 43
Summary 44
Reference 47

CHAPTER IV: SERVICES AND RESOURCES 48

Identifying and Describing Services and Resources 49
Material Resources and Equipment 52

    - Professional Lending Library 53
    - Instructional Aids 53
    - Production Equipment 54
    - Audiovisual Equipment 54
    - Make and Take Supplies 55
    - Recyclables 55
    - Local Resource Files 55
    - Computerized Information Systems 56
    - Teacher Idea Files 56
    - Summary 57
- Consultative Staff Services 59
    - Materials Development Assistance 60
    - General Consultations 61
    - Follow Up on Activities 63
    - Teacher Project Consultations 63
    - Curriculum Development Assistance 64
    - Demonstrations 64
    - Clinical Observations 64
    - Teacher Leader Assistance 65
    - Summary 65
- Facilitative Staff Services 68
    - General Matching Service 69
    - Hotline 69
    - Mobile Unit 70
    - Teacher Matching 70
    - Computer Search 70
    - Instructional Materials Matching 70
    - Summary 71
- Monetary Resources 73
    - Substitutes 73
    - Incentive Awards 74
    - Professional Development Funds 75
    - Tuition Reimbursement 76
    - Summary 76
- Other Services and Resources 77
    - Newsletter 77
    - Collegial Drop-In 78
    - Printing Service 78
    - State Authorized Textbook Examination Site 78
- Summary 79

CHAPTER V: GROUP ACTIVITIES 84

    - Data Collection 85
    - Data Interpretation 86
- Clients Served Through Teacher Center Activities 89
- Content Focus of Activities 91
    - Content Focus on the Instruction of Children 92

Content Focus on the Development of Teachers..................101
Summary of Content Focus.......................................104
Rationale for Activities...106
Summary...111
Activity Processes..112
Duration of Activities...113
Size of Groups...119
Instruction/Facilitation...119
Instructional Processes..122
Evaluation...123
Summary..124
Participation Inducers..125
Method of Announcement.......................................125
Time Activities Convened.......................................127
Location of Activities..128
Available Tangible Incentives.................................128
Inducer Types...132
Summary..134
Summary..137

CHAPTER VI: IMPLICATION FOR INSERVICE EDUCATION..................142

About Teacher Centers..142
Policy Boards...143
Group Activities..143
Services and Resources..144
Content from the Perspective of Classroom Teachers...............145
Substance..145
The Structure of Content.......................................148
Individualized Inservice..150
Format..153
Small Points About Delivery....................................154
About the Governance of Inservice Education.......................157
About Research of Inservice Education...............................160
A Final Thought..162

APPENDIX A: PARTICIPATING PROJECTS AND PROJECT DOCUMENTORS.........165

APPENDIX B: TRAINING MANUAL FOR PROJECT DOCUMENTORS................167

APPENDIX C: ONE TIME ONLY REPORT FORM..............................233

APPENDIX D: DATA CODING MANUAL.....................................251

APPENDIX E: POLICY BOARD DATA TABLES...............................293

APPENDIX F: SERVICES AND RESOURCE DATA TABLES......................307

APPENDIX G: ACTIVITIES DATA TABLES.................................313

FOREWORD

THE TEACHER CENTER AND THE 1980S

The teacher center, or some similar approach to inservice education--the specific label used to represent it is not important--that involves all teachers on a continuous basis and focuses on the ever-changing needs of them and their students is absolutely essential if our public educational system is to remain strong and viable in the 1980s. The consensus among researchers in education is that the most critical factor in the entire process of schooling is the classroom teacher. These authorities have considerable evidence to show that no improvement or innovation is possible unless the teachers themselves are closely involved in its development and implementation. *Yet teachers have generally not been consulted in the development and implementation of new programs and approaches.* The same experts are almost unanimous in their conclusion that teachers learn far more on the job than they do in formal education courses. They argue, in fact, that collectively, teachers themselves are the major storehouse of knowledge about how teaching and learning take place. *Yet teachers for the most part continue to work in isolation from one another and historically have had almost no opportunity to share their experiences and successes--their own ideas about how to improve the educational process.*

Change is accelerating at an accelerating rate. The classroom is an estimated two generations behind the cutting edges of knowledge--and the gap is daily widening. In some technological fields of study, the body of knowledge and practice can change entirely in as few as three years! There is a great need to provide continuous training for all educational personnel in order to keep abreast of these rapid changes. *Yet there is no ongoing inservice program available to the nation's teachers which has the capacity to respond quickly and specifically to these accelerating changes.* Our society and its governing agencies are making increasing demands upon the schools to deal with a growing array of public concerns, e.g., special education for the handicapped, vocational education, career education, driver education, consumer education, bilingual education, energy education, nutrition education, metric education, environmental education, multicultural education, biomedical education, global education, and over the next ten years, at least 100 more. *Yet there is no established inservice education system that can rapidly and effectively provide the kind of staff development that is needed to ensure the effective implementation of this growing list of "critical" needs.*

The teacher center has the capacity to respond strongly to each of these highly important challenges. There is now more than three year's experience with the national Teacher Centers Program to show some of the ways in which it can best be done. The Program's major mission is to establish centers which put teachers center stage, involving them more directly in their own continuous renewal and giving them the major responsibility for "keeping up," for remaining professionally competent. One of the conclusions we draw from the study is that given a chance to improve their competence, teachers will do just that, in droves. Funded centers have had real problems meeting the demands for their services and teachers have volunteered thousands of hours to help make programs work. These centers draw primarily upon the teachers' expertise--upon their proven, practical classroom experience and their commitment to service. They potentially link the successes of every classroom with those of every other classroom. The centers help ensure that any training or curriculum development program in which teachers become involved will be introduced directly and immediately into their classrooms. Almost 50 percent of the activities of the teacher centers studied, in fact, take place in the very schools in which the changes and improvements are expected to occur. The teacher center is a place of continuous, almost around the clock, training and curriculum building. New instructional requirements or improvements can be dealt with immediately. Materials are developed or modified on site--using shared teacher expertise as well as that of other types of educational consultants.

The report that follows tells more about how the teacher center has been confronting these challenges than any other publication ever written about teacher centers. It demonstrates how, with a very modest amount of federal money and an open, flexible Regulation, school systems can produce a very responsive and beneficial local inservice program that might not have otherwise been started. It provides specific data about how 37 of the federally-funded teacher centers have functioned. We feel certain that few federal programs have produced so much reliable data about their operation so early in their history--an especially remarkable achievement in that the process was field initiated and entirely voluntary. This introduction has used several of the findings to titillate the readers. There is much more exciting stuff in the study. We hope that you will read all of it and mark up its pages extensively. Share your pleasures and criticisms with the authors. Tell them and us how we can better present the information--how we can even more powerfully tell the important teacher center story. Let us know which are the most useful data--and which absolutely crucial questions we forgot to ask. Feel free to use the information in this report in any way that you believe will be helpful to teacher centering.

The national Teacher Centers Program staff is deeply appreciative of the considerable effort put forth by Syracuse University, the Syracuse Area Teacher Center, and the 37 participating projects--especially the teachers and policy boards in those centers--in carrying out this outstanding effort. They enthusiastically believe that thorough documentation of their evolving projects would provide the best possible basis for improving the quality of teacher centers--and for showing others how teacher centers work. We especially thank Sam Yarger, Sally Mertens, and their staff not only for this excellent report but for the seemingly unending wisdom and energy which they have shown during their extraordinary leadership in teacher center documentation nationwide.

Allen A. Schmieder
Charles J. Lovett
National Teacher Centers Office
Washington, D. C.

ACKNOWLEDGMENTS

A study of this scope could not be completed without the active cooperation of far more people than could possibly be mentioned. Certain contributions, however, are particularly noteworthy, and demand recognition. From the Teacher Centers Program office in Washington, DC, we are particularly indebted to Allen Schmieder, Charles Lovett, Bruce Gaarder, and the other staff members who so diligently supported this effort. Obviously, the data could not have been gathered without the contributions of the 37 project documentors noted in Appendix A. Among these, eight participated in the field test, the developmental phase of this study. They include Sally Vogel, Beth Ferris, Wade Scherer, Howard Knopf, Jean Owen, Sadie Shropshire, Linda Bardonner, and Bob Lukes.

Others have been helpful as well. Patricia Weiler from the American Federation of Teachers and Donald McComb from the National Education Association provided many helpful suggestions. Additionally, the six coordinators of the teacher centers documentation clusters have helped in many ways. They include Patricia Kay, (the City University of New York), Roberta Riley, (the University of North Carolina at Charlotte), Carolyn Fay, (Indianapolis City Schools), Richard Hersh, (University of Oregon), Dwain Estes, (Education Service Center Region 20, Texas), Joan McDonald and Joseph Wardlaw, (Vallejo, California Unified School District). Sadly, Joe Wardlaw passed away in the winter of 1981.

The documentation project staff at Syracuse has provided not only telephone interviewing, coding, and typing, but have provided moral support as well. Included in this group are Barbara Kensinger, Betsy Banach, Mike Green, Mark Yarger, Connie Trinkl, Mike Culhane, and Virginia Beecher.

This study has also moved along with the full and active support of the Syracuse Area Teacher Center Policy Board. This group has taken the need to gather information about our enterprise very seriously, and has contributed whatever is necessary whenever requested. Finally, we wish to thank the projects that have joined the documentation program during this past year. Although this group of 20 projects did not participate directly in this study, they are providing information that will be available in subsequent reports, and more importantly, their gentle prodding has kept us on target.

S.K.M.
S.J.Y.

Chapter I

Introduction to the Study

Developing in the 1970's as an innovation in teacher inservice education, the teacher center approach was propelled by grass roots enthusiasm and leadership from many sources. Teacher centers emerged all over America--as early as 1974 it was estimated that 4500 had already been established (Schmieder and Yarger, 1974). But in spite of a great amount of interest and activity, when the federal Teacher Centers Program was initially funded in 1978, there was very little information available to guide the development of the 61 new projects. There were, as one expects with all innovations, numerous testimonies by advocates and also detailed descriptive accounts by people who were operating centers. But even considered collectively, these accounts do not provide a context for understanding how teacher centers work. The purpose of this study was, quite simply, to develop a solid information base about the federally funded teacher center projects, to begin to close the information gap between the high level of interest and activity in the field and understanding this new approach.

This report, the first of a series of periodical reports, presents information which was collected between January 1, and August 31, 1980 in 37 federal teacher center projects which volunteered to participate in the study. The strategy used to collect this information on teacher centers was the structured telephone interview; a total of 247 telephone interviews were conducted by trained interviewers. During this eight-month period, 190 policy board meetings were documented, the utilization of 34 types of defined individualized services and resources was recorded and 1658 group activities were completely described. Additionally, a questionnaire was used to gather structural information regarding the organization of each of the participating projects.

This information base should be most useful to local projects in better planning and managing programs for teachers. Additionally, this information can be used to serve several other important purposes as well. It can be used to answer questions that are likely to be asked at the federal level when future funding of the Program is considered and it may also have implications for the future modification or refinement of the Program regulations. The data should also serve to strengthen service from both the national office and the states. Furthermore, the data should prove most helpful in dissemination efforts at all levels--federal, state and local. Most importantly, this information has the potential of improving practices in the inservice education of teachers.

Development of the Design

This report is the culmination of activities which have been coordinated by the Syracuse Area Teacher Center and which began at the time the first 61 projects were funded. In September 1978, with representation from groups with an interest in teacher centers, the Documentation Working Group[1] was formed for the purpose of exploring possible approaches to gathering information on common dimensions from many diverse projects. This group met six times to consider which areas of teacher center project structure and operation would be feasible and worthwhile to document across the many projects.

---

[1] This group included Patricia Weiler from the American Federation of Teachers, Donald McComb from the National Education Association, and the Cluster coordinators--Patricia Kay (City University of New York), Roberta Riley (University of North Carolina at Charlotte), Carolyn Fay (Indianapolis City Schools), Richard Hersh (University of Oregon), Dwain Estes (Education Service Center Region 20, Texas), Joan McDonald and Joseph Wardlaw (Vallejo, CA Unified School District).

The initial meetings of this group focused on delineating data needs at the local project level as well as those at the national Program level. Information priorities had to be considered as it became apparent that choices would have to be made. Data could not be collected which could be used to answer all potential questions about the Teacher Centers Program and projects. In the winter of 1978, criteria were established for determining the specific questions that would be the ultimate focus of this study (Mertens and Yarger, 1979). Three categories of questions emerged which met these criteria--policy board meetings, program activities, staff services and resources. These focus areas were conceptualized and described in such a way that the data would be useful in developing and managing programs at the local project level. Furthermore, they were specifically defined so that standard data could be collected across projects and statements about the Program, as a composite of separate projects, could be made.

Once the three focus areas were delineated, the Documentation Working Group and the Syracuse staff shifted their primary attention to logistical matters. A field test was conducted to compare the relative merits of two data-collection strategies--the mailed questionnaire and the structured telephone interview. Eight projects volunteered to participate in an eight-week field test in the Spring of 1979. The telephone interview was found to be the preferred strategy both from the perspective of the projects reporting data (ease and convenience) and from the perspective of the Syracuse staff (accuracy and completeness of information) (Yarger and Mertens, 1979).

The large-scale study of the federally funded Teacher Centers Program was initiated in the Fall of 1979. This was done with the benefit of having a firm platform of experience developed during the first year of the Program. In the first year it had been learned that no single study could address any question that anyone might ask at any time about the Teacher Centers Program. But it was also learned that by narrowing the scope and focusing on the most important areas, a great deal of valuable information could be acquired. Probably the most important discovery was that teacher center people could communicate using a common language. This represented a major step forward when one considers that each of the projects had developed in response to locally defined needs and appeared to be unique. Finally, it was also learned that the questioning, which is possible in a telephone interview, strengthens the self-report strategy to the point where data which appear to be very reliable, accurate and complete can be gathered. The one year's developmental work culminated in a design for the systematic collection of a great amount of standard data within the constraints imposed by the very limited resources available to conduct this study.

Rationale for the Questions

The specific questions, eventually targeted as the focus for this study, were the survivors of a list that initially included well over one hundred questions that had been posited by people representing many different perspectives. Each suggested question was analyzed with respect to what it had in common with the other questions so that clusters of interest could be identified. This process greatly reduced the initial list. Additionally, each question was examined with respect to whether information could be collected accurately from each participating project. Could the question be so precisely defined that each project would be documenting the same thing? Finally, each question was considered with respect to respondent burden. Could it be assumed that this type of information would be collected accurately over a long period of time with the only resource available for data collection being the continuing good will and interest in each project?

A number of important questions about teacher centers did not make it through this process. For example, all questions with respect to costs were eliminated. In the field test an effort had been made to collect cost data. But the information did not lend itself to aggregation--it was definitely not complete and there was little reason to believe it was reliable. The field test participants reported that cost per teacher center function was just too difficult to determine. Additionally, whereas in some projects there was a tendency to paint a very cost-effective picture, in others there was a tendency to "over cost" a function, right down to the price of the coffee.

Several questions about policy boards were also eliminated. For example, in the field test an attempt had been made to collect information regarding the involvement of the various role groups in decision making. Not only was this information virtually inaccessible, there was specific feedback that this area of questioning was inappropriate and might even be harmful, i.e., collecting this information might work against the development of a sense of cohesiveness within policy boards. The effort to record each agenda item was also eliminated after the field test. This item was the biggest consumer of time in the telephone interview and yielded a great deal of information that was impossible to aggregate in any meaningful way.

A number of other important questions about teacher centers were not addressed by this study. A great number were eliminated as being beyond the scope of the study--the resources simply were not available to address every area of interest. Therefore, priorities were determined and the study was narrowly targeted on policy board operations and the actual inservice program for teachers. Additionally, a number of questions related to these priority concerns were eliminated because there were difficulties in either collecting or analyzing the data they required. Only those questions which were important, related to the priority areas of concern, and could yield reliable and complete information were selected for study.

Policy Board Questions

The policy board, which has been called the centerpiece of the Teacher Centers Program, must by regulation have majority teacher representation. The policy board is the structure for ensuring that teacher center clients have a voice in determining policy and in managing the projects. The research question is, Are teachers exercising their right to participate in project decision making? To obtain one indicator of teacher involvement in decision making, attendance by role group, at policy board meetings was documented. Additionally, the decisions actually made by policy boards were documented. If the teachers are participating, in what domains of decision making are they operating? The data elicited by these two questions--Who attended? and, What did they decide?--yielded information which should contribute greatly to developing an understanding of how policy boards operate.

Program Activities Questions

The policy board may indeed be the centerpiece of the Program, but the actual programs for teachers are what centers are all about. If teachers are given a meaningful role in supervising projects, what kinds of workshops, courses and seminars are offered? In order to answer this most important question, this study addressed several specific questions: What content areas do the activities focus on? What instructional formats are used? Who are the instructors or facilitators? When do the activities take place?, and, How long do they last? Where are they held? Who decided to offer them? and, Why? And very importantly, Who participates in teacher center activities? and, Why?

Staff Service and Resource Questions

This focus area emerged in direct response to feedback from project directors rather late in the process of developing the design. There was a concern that teacher centers provide assistance for teachers which was not being tapped by the questions geared to the more visible group activities. Interviews with project directors highlighted the need to develop procedures for collecting information about the support systems that teacher centers provide on an ongoing basis for use by individual teachers. The study was therefore expanded to elicit descriptions of the many services that teacher center staff people provide for individual teachers (e.g., consultations and demonstrations) and also of the resources that are available for teachers to use without staff facilitation (e.g., make and take supplies and production equipment). These descriptions in and of themselves provide valuable insight into a new form of teacher education. The number of times teachers availed themselves of each of these defined services and resources was also documented.

Summary

The teacher center is a new approach to the professional development of teachers. Although teacher centers vary tremendously, they share a common belief that programs for practicing teachers should respond to the needs of teachers as teachers themselves perceive them. It is this highly-focused belief that distinguishes teacher centers from programs for practicing teachers provided by school districts and colleges of education. This is not to say that these institutional approaches, which must address needs generated by many sources, do not meet the self-perceived needs of teachers. However, this correspondence simply occurs less frequently. It is the drive for relevant, credible and readily available teacher inservice which seems to have propelled the evolution of teacher centers in recent years.

The importance and value of teacher centers received recognition with the approval of federal funding of the Teacher Centers Program in 1978. This Program operationalized the most fundamental teacher center belief by requiring that each project be supervised by a policy board with majority teacher representation. This study reflected this Program thrust by developing information about policy board operations. Is the policy board a viable structure for involving teachers in decision making about their own inservice programs? Most importantly, assuming teachers will exercise an important role in decision making, What types of programs result? These major questions provided the orientation for this study. This report presents information which should be valuable to all those who have an interest in teacher inservice education.

References

Mertens, S. and Yarger, S. Documenting Success--A Guidebook for Teacher Centers. Albany: New York State Education Department, 1979. (ERIC No. SP 014 736.)

Schmieder, A. and Yarger, S. Teacher/Teaching Centering in America. Journal of Teacher Education, 1974, 25, 5-12.

Yarger, S. and Mertens, S. Documenting Teacher Centers--Report of a Field Test. Syracuse, New York: Syracuse Area Teacher Center, 1979. (ERIC No. ED 180 952.)

Chapter II

Data Collection and Analysis Procedures

The 89 projects receiving funds from the Teacher Centers Program in 1979 were invited to participate in the study. Thirty-seven projects volunteered to participate and each made a commitment to collect specific information according to standard procedures in three areas: policy board meetings, group activities and services and resources. Every four weeks each project reported data in a structured telephone interview conducted by the Syracuse project staff. The data reported by the 37 projects (Appendix A) between January and August 1980 were aggregated and analyzed by the Syracuse project.

Training the Project Documentors

Since this study relied on a self-report strategy, intensive training of at least one documentor in each project was required. A training meeting was announced for the day following the National Program meeting in Washington which had already been scheduled for November, 1979. Forty-nine of the 89 projects accepted the invitation. With only a few exceptions those trained as project documentors were project directors.

The six-hour training session was conducted by the primary investigators and focused on clarifying the research questions and procedures. These were also thoroughly explicated in a documentation training manual (Appendix B). Telephone interviews were simulated so that the documentors would have an opportunity to practice for the actual communication of data to the Syracuse project.

The session also provided training in various data collection procedures which could be used internally by the project documentors. Although the study required that each project document the same dimensions of teacher center functions and use the same units of counting, there was no intent or effort to have each project use the same internal data collection procedures. For instance, although all projects agreed to document attendance by role groups at policy board meetings, no standard procedure was required to gather this information. Rather, several different approaches were presented in the training session. Project documentors could choose to use one of these procedures or any other which was appropriate in terms of efficiency and accuracy. This was the case with respect to each of the specific documentation questions.

Training the Telephone Interviewers

Staff members from the Syracuse project were trained to record (during telephone interviews) the information collected by each of the project documentors. These interviewers received essentially the same training as the project documentors but with much greater intensity. Whereas the project documentors only needed training in what to document, how to collect and prepare information and how to participate in the interviews, the telephone interviewers had to be trained to ask questions that would elicit complete and accurate information. They particularly needed intensive training in probing techniques. Although in most instances the interviewers were trained to record verbatim the information presented by the project documentors, they also had to be trained to probe terms which have multiple or unclear meanings. For example, in discussing motivators "professional advancement" in some projects means that salary credit is available for participants but in others it simply means that professional interest is the motivating factor.

The interviewers developed facility in understanding the language likely to be used by project documentors by listening to tape recordings of interviews conducted in a field test. Once the interviewers were comfortable with the process and the substance of these interviews they received training in recording information. The interviewers spent many hours listening to the field test tapes and recording the targeted information. The descriptions written by the interviewers were then compared for congruence to those written by the interviewer trainers. Before engaging in data collection, each interviewer established reliability by perfectly recording information from three field test tapes that had not been used in the training process.

Although the interviewers received rigorous training, there was concern that they may not have been trained to understand all the language which might be used by the project documentors. The even greater risk was that they might record information passively, i.e., without adequate probing. Therefore, once data collection from the 37 projects began, each interview was tape recorded. This occurred with the consent of the project documentors. It was therefore possible for the investigators to check the written records with the actual interviews. If any gaps or possible confusion were evident, the project documentors were reinterviewed to ensure clarity. So, although the interviewers were initially trained to criterion, the interviewer training was actually continuous throughout the data collection period.

Data Collection

It is important to underscore that project participation in this study was totally voluntary. The project representatives were assured that their participation in the November training session in no way committed them to the study. Although participation in the training was required for projects cooperating in the study, projects could definitely choose, after training, not to participate. So as to emphasize the voluntary nature of the study, the Syracuse staff did not initiate any contact with the projects after the training meeting. Projects were told that if they wished to become involved they should indicate their commitment by submitting a lengthy, in-depth questionnaire, the One Time Only Report (Appendix C)--i.e., they would not be considered as participants until the questionnaire was actually received in Syracuse. Seventeen of the 49 trained projects submitted their reports and thereby expressed their commitment to the study within four weeks of the training. Another 13 projects joined within eight weeks. The other seven projects, which eventually participated in the study, submitted their One Time Only Reports over the course of the next six months. Due to the staggered entry of the 37 projects into the study, more data were collected from some projects than from others over the eight-month data collection period. The data presented in this report represent the six-month equivalent of 41 projects (247 project reports divided by 6 months).

Prior to the initiation of data collection, each project documentor was interviewed by one of the investigators to clarify details of the One Time Only Report. This written Report and the follow-up interview yielded structural information which provided a context for interpreting the data to be collected in the study. This interview also provided an opportunity for the project documentors to question the investigators with respect to any details of the study. Very importantly, it provided an opportunity for the investigators and the project documentors to establish personal and professional rapport. Additionally, the investigators developed whatever special logistical arrangements would be required to facilitate the data collection from each project, e.g., scheduling the telephone interviews for reporting data. On the average, one hour was required to conduct these interviews.

The telephone interviews for data collection began one month after these introductory interviews and were conducted by two trained interviewers. Each project documentor was contacted by telephone on a regular, pre-determined schedule. Each interview was conducted according to procedures for which both the project documentors and the interviewers had been trained. They took an average of 35 minutes to complete. Each interview focused on project functions in the three target areas of this study--policy board meetings, group activities, staff services and resources.

Every effort was made to keep the periods of data collection exactly four weeks so that the interviews could always take place on the same day of the week. But some fluctuation was inevitable. School vacations, particularly summer, made it impossible to maintain this strict schedule. Also problematic to the four-week schedule were the special needs of certain projects. For example, a few projects had an internal need to keep their records intact by months rather than by equal four-week intervals. Most of the fluctuations from the schedule were minor and did not affect the design of the study. The lesser amount of summer programming was accounted for in the data analysis by considering July and August as one data collection period.

Data Analysis

The investigators had thoroughly studied the data elicited by the field test and had some expectations as to the nature of the data this study would elicit. But, they were also very aware that, in the eight-week field test conducted in only eight projects, the full range of teacher activity had probably not been tapped. Therefore, the interviewers were trained to record the project reports verbatim rather than by categories of anticipated response. This made a content analysis of the data essential. This initial analysis of the data was deliberately forestalled until over 500 descriptions of activities, 100 policy board meetings and 30 different examples of services and resources had been recorded. The analysis was then performed by the investigators and the categories for data analysis were gradually developed over a three-month period in Spring, 1980.

Concurrently, the investigators worked with a consultant to develop a computer program for analyzing the data. The development of the categories and the computer program were complementary. The eventual product was a computer program developed for the express purpose of analyzing the data that had actually been collected from teacher center projects. The advantage of engaging in the content analysis concurrently with developing the computer program is that any adjustments required for data treatment were made in the computer program rather than in the definitions of the substantive categories for data analysis.

Training the coders

The data were coded for eventual computer analysis by two coders trained by the investigators. The training manual used is included as Appendix D. After 20 hours of training a test of coder agreement was performed. The percentage of agreement between coders in analyzing the substance and type of 21 policy board decisions was 83 percent. The percentage of agreement in analyzing 53 activities across 12 coding categories was 91.3 percent with a range of 79 percent (role group of facilitator) to 98 percent (type of evaluation used) (Figure 1).

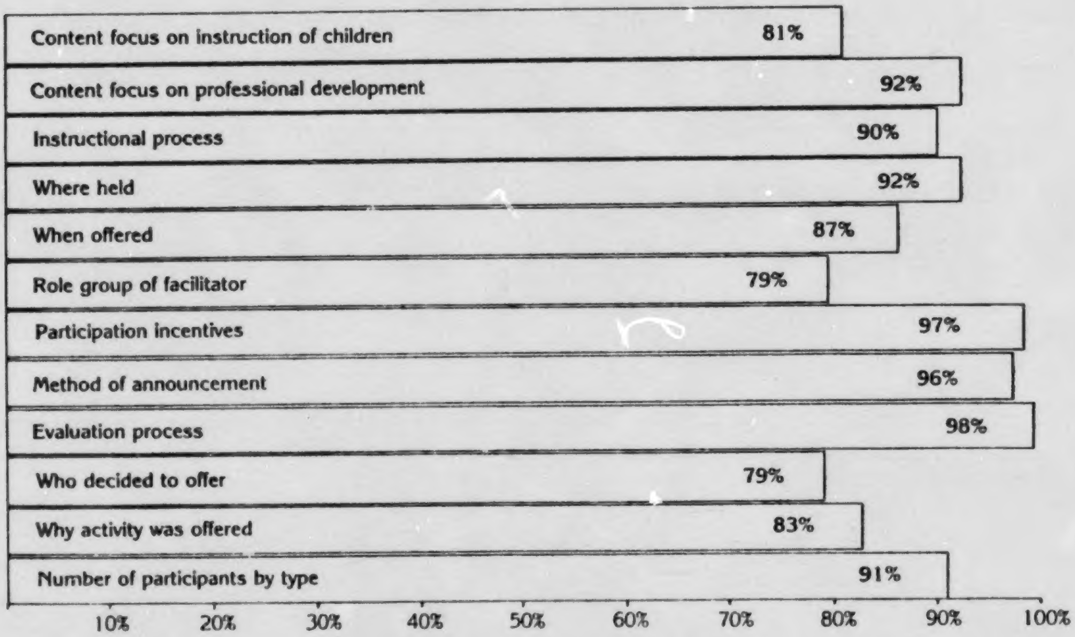

Figure 1. Percentage of coder agreement in coding the activities data.

It was not necessary to establish coder agreement in coding service and resource data since the only information considered was the number of times each was used (i.e., frequency counts).

Data processing

The coding began in July and was completed in September. Altogether, the coding took about 100 hours to complete. After computer processing, each of the 37 participating projects was immediately sent a computer printout of the data it had contributed to this study. In the three-month period which followed the distribution of the printouts, only one project reported any coding error. The error was a repeated error in one category and therefore was easily corrected. With the assurance that the data were accurate, the information submitted by the 37 projects was aggregated.

Reporting the data

The data will be presented in the form of frequency counts, percentages, and where appropriate, means, standard deviations, and medians. Visual inspection of the data demonstrated frequent positive skewing with great magnitude. In cases where this occurred, it is noted, and medians are employed as the most appropriate measure of central tendency.

Summary

This study evolved from and is reflective of the real world of teacher centers. The design was developed over a period of time with essential input from people actually operating teacher centers. This approach to developing the design was prescribed by the volunteer nature of the participation. However, a case can and probably should be made that this approach is an exemplar for preparing studies to research teacher education, a field that is less than precisely understood.

Within this context, the primary investigators developed and implemented an intensive training program for volunteer project documentors. The training enabled the 37 field based data gatherers to procure accurate descriptive information focusing on policy boards, program activities, and program services and resources. The projects reported data to the Syracuse project every four weeks in structured telephone interviews conducted by trained interviewers. A total of 247 interviews were conducted.

The telephone interviewers were trained to record the information provided by project documentors, and to ensure that all the necessary information was gathered so that data needs could be met. This frequently required clarification and probing questions, all performed without regard to a common "research" language.

Finally, coders were trained to translate the specific data into a format that was amenable for data processing and analysis. At this translation point the precision of language became important, and the thoroughness of both the project documentors and the telephone interviewers was tested. Trained coders, no matter how precise their skills, can perform no better than the data that are available to them.

This report will present the data in a descriptive format. Additionally, summaries will be provided and interpretive statements will be made. The last chapter will assess the meaning of these data, and provide insights that the investigators have developed, not only as a result of analyzing the data, but also from working with teacher centers for the past two-and-one-half years.

Chapter III

The Policy Board

The Teacher Centers Program was legislated and funded in recognition of the need for specific resources for the professional development of practicing teachers. Although Feistritzer (1980) has reported that 43 federal programs provide financial support for inservice education, the Teacher Centers Program stands out in that training teachers is its primary focus rather than a means to achieving other goals. The Teacher Centers Program is unique in that it supports the premise that funds should be spent to support programs that address needs that teachers themselves have identified being important. The Program regulations operationalize this premise by requiring that each project be supervised by a policy board that has majority teacher representation with lesser representation from school administration and institutions of higher education.

This study was designed with a special interest in policy boards. During the eight-month period of data collection, 190 policy board meetings were documented. The question was asked, Do the policy boards provide an effective mechanism for involving teachers in decisions regarding their own professional development? Data were collected with respect to frequency of policy board meetings and attendance by role group.

The substance of 990 decisions made at 190 policy board meetings was recorded and analyzed. By regulation, policy boards were given "supervisory power," or the authority to set policy and determine appropriate managerial activities not prohibited by state or local law.

This study gathered information to examine how the concept of supervisory power is actually being translated at the local project level. The points of translation studied were the actual decisions made by the policy boards.

Participation in Policy Board Decision Making

Teachers enjoy much more than a simple majority of membership on policy boards (Table E1). Across the projects studied, 65 percent of the policy board members are teachers.

The average policy board has 20.9 members. Although school administrators are well represented with a mean membership of 4.6, teachers predominate with a mean membership of 13.6 or with about a three to one margin over administrators. There tend to be more elementary teacher members than either secondary or special area teachers and more central office administrators than building principals.

The involvement of higher education institutions is considerably less than that of either teachers or school administration. The mean membership for higher education, 1.5, is only slightly higher than that of all the other constituencies combined. These groups in combination (e.g., parents, paraprofessionals and state education representatives) contribute on the average only 1.2 members to the policy board.

In only one project is the director of the teacher center regarded as a voting member of the policy board. However, teacher center staff are expected to attend policy board meetings in all but one project.

The chairperson of the policy board is in almost all projects a classroom teacher (Table E2). There are few exceptions. In one project a school administrator chairs the board; in another, the higher education representative is the chairperson. This responsibility is shared by a teacher and a school administrator in one project. One project does not have a chairperson but relies on the director to convene and conduct the meetings.

Thirty-four of the 37 projects have established standing committees to facilitate policy board processes by addressing long-term, clearly-defined purposes. The typical policy board has 3.8 standing committees (Table E3). Committees are most likely to be established to work on programming--over 60 percent of the policy boards have at least one standing committee for the purpose of making program recommendations (Table E4). Eight of the policy boards have more than one programming committee which deal with different aspects of the program. Also important are committees which deal with budgets or finance. Over 45 percent of the policy boards have this type of committee. In a number of cases the budget committee has control over the funds that support the programs that are offered. Forty percent of the policy boards have committees for dealing with evaluation concerns. Another 40 percent have committees established to handle communications and public relations.

Most policy boards meet once per month (Table E5). But a few boards meet bi-monthly or every 3 months. In more than half the projects release time is available so that policy board members can meet during the school day (Table E6). But, in fact, release time was not regularly used for this purpose. Most of the meetings were held either after school (42.1%) or in the evening (27.4%). Only 30.5 percent of the meetings were held during the school day when release time would be required (Table E7). The average policy board meeting lasts two hours and 30 minutes (Table E8).

That teachers take an active role in policy board matters is suggested in the attendance data (Table E9). Although teachers contribute 65.0 percent of the membership, they contribute 71.6 percent of the attendance at meetings. Put another way, of all the groups represented on policy boards, teachers are most consistent in their attendance (Figure 2).

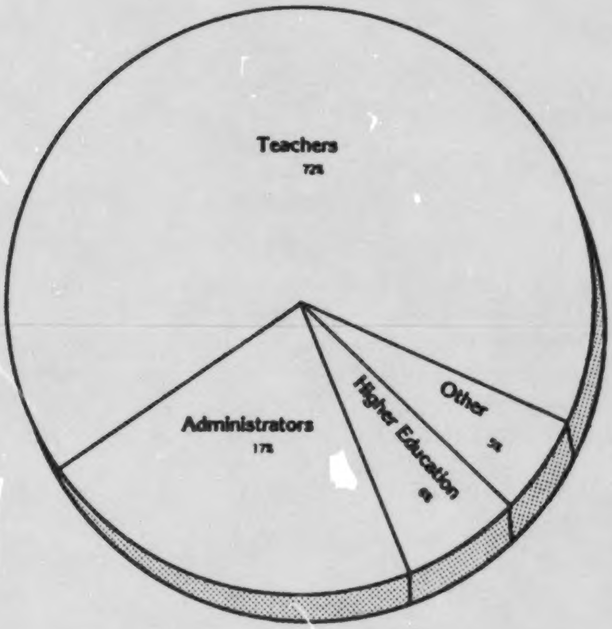

Figure 2. Policy board meetings: percent of total attendance by role group.

The average total attendance at 190 policy board meetings was 12.3 (Table E9). Teachers had a mean attendance of 8.8 members, and administrators had 2.1. Representation from higher education institutions and other groups averaged 0.8 and 0.6 respectively.

Summary

Policy boards are rather large governance bodies with the average board having about 20 voting members. The typical policy board is composed of 13 teachers, four school district administrators, one higher education representative and one representative from one other group, e.g., a parent. Additionally, in all but one project, teacher center staff are expected to attend policy board meetings.

The policy board appears to be a viable structure for involving teachers in project decision making. Teachers enjoy more than simple majority representation on the policy boards. Furthermore, teachers are more likely to attend policy board meetings than representatives from any other role group. Also important is the fact that, with only a few exceptions, a classroom teacher serves as the policy board chairperson.

Most policy boards convene once per month after school or in the evening and meet for about two and one-half hours. Additionally, with only a few exceptions, the policy boards have established standing committees which meet regularly to address clearly defined purposes. Most policy boards seem to have recognized that meeting for a couple hours per month is simply not enough time for adequate project supervision. The typical policy board has four standing committees and these are most likely to have responsibility for making recommendations regarding the actual program for teachers.

Focus of Policy Board Decisions

During the data collection period, 190 policy board meetings were documented. At these meetings 990 different decisions were made for an average of 5.2 decisions per meeting (Table E10). The greatest number of these decisions, 40 percent, focused on project management concerns (Table E11). But policy boards also actively involved themselves in decisions regarding the program for teacher center clients. One-third of the decisions focused on the program offerings and services for teachers. Interestingly, more than one-quarter of the decisions were concerned with internal policy board matters and operations.

Project Management Decisions

Project management decisions are those which are required to operate the project. These decisions should be considered prepotent to those which are made with respect to the actual program of offerings and services for teacher center clients--there simply can be no program if management concerns are not addressed. This importance was underscored by the fact that 40 percent of the decisions were in the management domain. Four categories of management decisions were identified: grants and other sources of support, personnel, coordination/communication and equipment, materials and facilities.

Grants and other sources of support. Policy boards made more decisions with respect to grants and other sources of support than with respect to any other management concern. Thirteen percent of all decisions focused on either soliciting and/or managing money. Examples of these decisions included--

- To submit a grant to the Teacher Center Exchange.
- To transfer $50,000 from "equipment" line item to "travel" and "outside consultants."
- To approve the resubmission proposal.
- To have the Director prepare a line item budget for all the different accounts.
- To give the Director the authority to negotiate the budget and to cut the budget where necessary.

Policy boards reported 131 decisions concerned with solicitation or management of funds. Of these, slightly more than half were specifically related to the Teacher Centers Program. But a considerable number, only slightly less than half, dealt with funding from other sources, such as the Teacher Center Exchange and Title IVC (Table E13).

Personnel. Using frequency of decision making as an indicator of policy board priorities, personnel is a matter that closely follows soliciting and managing monies in importance. Almost 12 percent of all policy board decisions focused on providing direction to and managing people paid for services to the teacher center project--including full-time and part-time staff as well as outside consultants

(Table E12). Examples of personnel decisions included--

- To finish Director's evaluation by the next meeting.
- To replace the terminated staff member with contractual consultants.
- To pay teachers who work at the Center $5 an hour.
- To approve the staff requests for vacation time.
- To accept the policy for teacher center staff compensatory time.

Teacher center policy boards made a number of decisions in the area of personnel. This suggests that teacher center projects are functioning in an area of decision making that has traditionally been tightly controlled by the institutions, i.e., school districts and institutions of higher education.

Coordination/communications with other agencies and institutions. In managing their projects policy boards made a number of decisions (9.4%) concerning how the projects will relate to external groups and institutions (Table E12). These decisions addressed the circumstances under which projects might initiate or respond to communications. Also, they defined the extent to which the projects might initiate or respond to requests for cooperation. Examples of these decisions included--

- To develop criteria for supporting courses proposed to the Center by colleges in the service area.
- To allow the Director to use discretion in permitting at-

tendance of teachers from outside the service area at Center functions.

- To share the cost of the Glasser workshop with the school district.
- To provide logistical support for a doctoral student doing a dissertation in the district.
- To talk to the state about using $5,000 of the technical assistance money for project evaluation.

Equipment, materials and facilities. Perhaps the most visible decisions policy boards make deal with establishing and maintaining the teacher center site. These decisions, however, are not numerous, accounting for only 5 percent of all decisions. Examples included--

- To develop a policy concerning an equipment use fee.
- To appoint a committee to purchase new materials up to $3,500.
- To lease rather than buy a copier.
- To investigate the possibility of obtaining a mobile unit.
- To buy a micro computer.

Summary. Policy boards are clearly operating in the area of project management. Forty percent of the policy board decisions were focused in this domain. As depicted in Figure 3, most of the project management decisions focused on either soliciting/managing grants or personnel. A number of decisions, however, were concerned with external communications and facilities.

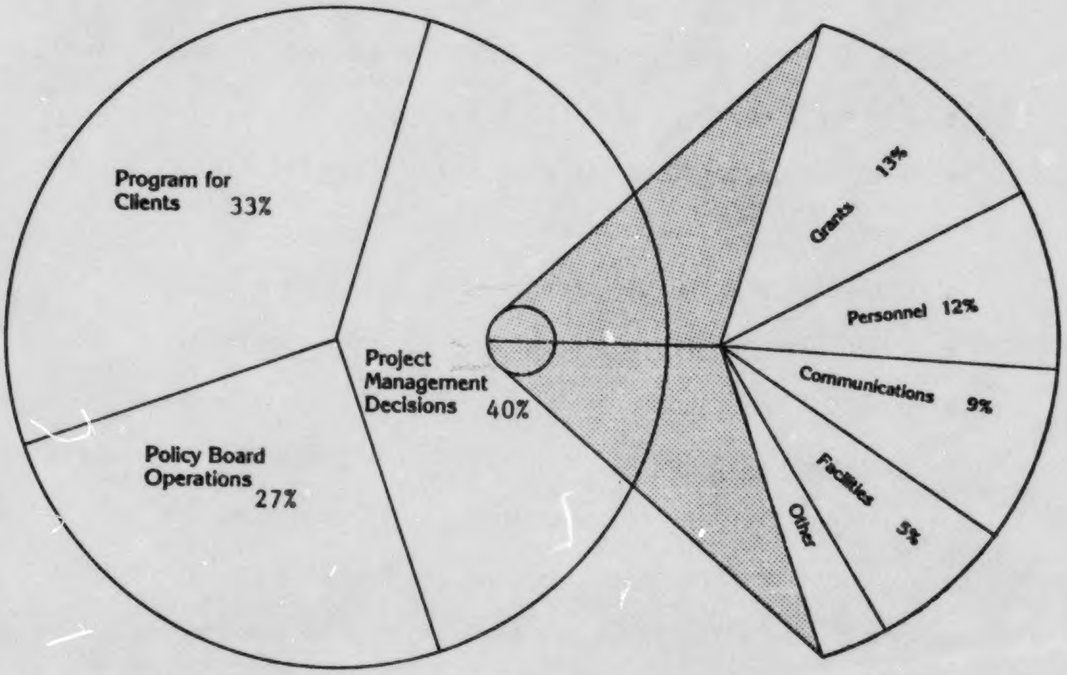

Figure 3. Focus of policy board decisions with respect to project management.

Program Decisions

Thirty-three percent of the decisions focused on the program for teacher center clients (Table E14). Five categories of program decisions were delineated: determination of the program, professional development resources, travel, needs assessment and evaluation, and logistics of programming.

Determination of the program. Using number of decisions made as an indicator of policy board concern, policy boards are clearly interested in deciding what the program is going to be. About ten percent of all decisions pertained to determination of the Program (Table E14). Policy boards are concerned with the broad program goals and are also involved in deciding the focus of specific offerings. Examples included--

- To offer a course, "Clinical Teaching."
- To appoint a committee to plan a precision teaching clinic for summer.
- To investigate the GATE program.
- To identify and train a language arts resource team.
- To hold a major conference on basic skills next Spring.

Professional development resources. Policy boards are also involved in decisions which relate to opportunities and resources for individual teachers. Close to 8 percent of all policy board decisions regarded the support or facilitation of teachers engaged in independent professional development work (Table E14). Examples included--

- To provide tuition reimbursement for three teachers taking a university course on gifted children.
- To fund the 20 mini-awards recommended by committee.
- To award a $35 stipend to teachers who attend the mainstreaming conference.
- To adopt the policy that tuition reimbursement will be provided only if the teacher agrees to share what was learned.
- To discontinue the mini-award program because of the budget cut.

Travel. One might argue that travel decisions should be subsumed under "professional development resources." However, because of their prevalence, travel decisions were considered as a separate area of decision making. Included in this category were all decisions made with respect to travel for anyone connected with or served by the project for any reason. It is likely that policy boards made so many travel decisions (6.5%) because of budget implications (Table E14). Examples included--

- To send one teacher to the microcomputer conference.
- To set aside $1,500 for conference attendance.
- To send two people to the Cluster meeting.
- To pay registration fees for teachers attending the Global Education Conference.
- To deny the request to support a project representative at the Washington meeting.

Needs assessment and evaluation. There was much less policy board interest in this combined category which tapped all decisions made with respect to any systematic data collection on the project. Only 4 percent of the decisions were coded in this area of decision making (Table E14). Examples included--

- To cooperate with the Syracuse project in the Program documentation effort.
- To write guidelines for gathering data from school superintendents.
- To spend $5,000 for evaluation.
- To review the process for needs assessment of the high school teachers.

- To accept the needs assessment survey form.

Logistics of programming. Teacher center policy boards also make few decisions regarding the logistics of running programs. Only 4 percent of the decisions were made with respect to how the program offerings would be implemented (Table E14). Examples included--

- To require teachers to pre-register for all courses and workshops.
- To continue programming throughout the summer.
- To hold an Open House October 1 from 4:00-7:00.
- To approve the lists of presentors presented by the Director for May workshops.
- To change the dates of the film series.

Obviously, many logistical decisions are being made in connection with offering programs for teachers. One can probably safely assume that these decisions are being made by teacher center staff or standing committees rather than by policy boards.

Summary. About one-third of the policy board decisions focused on program development and delivery. As illustrated in Figure 4, policy boards are involved in determining the program. Policy boards also make a number of decisions to establish and allocate resources which can be used by individual teacher center clients. These decisions are often related to travel. Policy boards are less involved in needs assessment/evaluation matters and the logistics of program delivery.

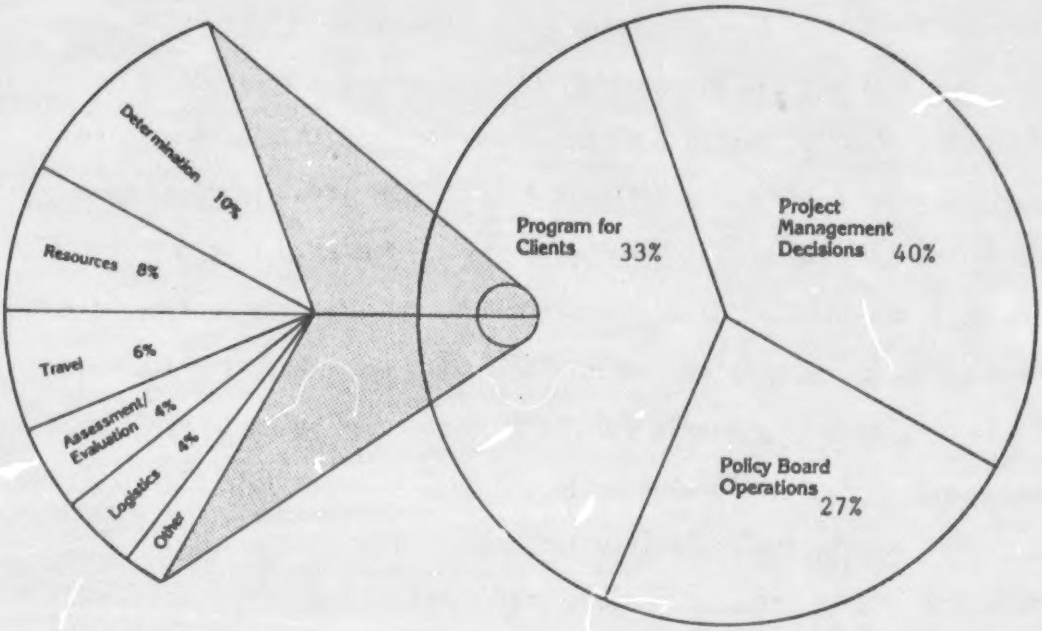

Figure 4. Focus of policy board decisions with respect to the program for clients.

Summary of Decision Areas

Five decisions are made at the typical policy board meeting. It is in making these decisions that policy boards are operationalizing the concept of supervisory power. Policy boards are operating in two distinct areas of project supervision: they are making decisions regarding project management as well as the program for clients.

Policy boards operate most frequently in the area of project management. These decisions should be considered prepotent to those which are made in respect to the actual program of offerings and services for teacher center clients--there simply can be no program if management concerns are not addressed. Policy boards are very active in financial affairs, making a number of decisions with regard to either soliciting or managing operational funds. They make almost as many decisions with regard to personnel matters. The high level of activity in these two areas, finance and personnel, suggests that policy boards have succeeded in working cooperatively with their host institutions. Certainly, if policy boards had not been accepted by their grantees, this type of decision making would not have been possible.

In managing the projects, policy boards have also paid attention to communicating and coordinating with external groups and institutions. This interest in looking beyond their own boundaries can only help the centers in the future as they work toward long-term acceptance and support in their regions.

Also with respect to project management, policy boards do not appear to have become consumed with the details of project housekeeping. Were this the case one would have excepted a number of decisions related to the maintenance of the teacher center facility, the most visible dimension of project management. But only five percent of all the decisions regarded physical maintenance concerns. Policy boards are definitely much more active in the areas of finance, personnel and communications with external groups and institutions.

Policy boards make fewer decisions with respect to the program for clients than with regard to project management. In the program area, policy boards have two definite interests. They are concerned with determining the program that will be offered. Also, policy boards focus on monitoring the resources for individual professional development activities, particularly with regard to travel.

Policy boards are far less active in addressing the logistics of programming. This suggests that the bulk of logistical decisions are being made either by the teacher center staff or standing committees.

There was also very little policy board activity with respect to needs assessment and evaluation. Other data collected in this study (see Chapter V) suggest that, once teacher center projects are funded, needs assessment is continuous and engaged in by staff as they work informally with teachers. This may explain the lack of policy board interest in more systematic needs assessments.

The lack of policy board activity in evaluation is more puzzling. The fact that 40 percent of the policy boards have standing committees, for the express purpose of addressing evaluation, would lead one to infer that policy boards have a priority on evaluation. But this inference is not supported by the data on decisions. Policy boards simply do not address evaluation with any frequency. It may be that evaluation has not become a serious month-to-month concern at policy board meetings. It is known (see Chapter V) that most of the separate group activities are evaluated. Probably these activities are generally positively received--creating the sense that everything is going well. Systematic, long-term evaluation may not be an issue in the typical project. Additionally, this type of evaluation probably requires financial resources and expertise that are not readily available in the average project.

Types of Policy Board Decisions

As illustrated by the examples presented, not all policy board decisions are of the same order. A number were broad, sweeping decisions with the potential of having a major and sustaining impact on the direction and scope of the project. Of the 990 decisions reported and analyzed, about 40 percent were of this type and were categorized as "policy/supervisory." An almost equal number of decisions were very narrow, affecting only one instance of project management or program delivery. These were concerned with what might be considered day-to-day business matters and were categorized as "administrative." The remainder of the decisions (20.3%) were "Procedural," concerned only with moving things along and were almost exclusively made with respect to conducting policy board business meetings (Table E15).

Policy/Supervisory Decisions

Five different conventions were used to distinguish policy/supervisory decisions. One, decisions providing guidelines within which specific future decisions can be made were included, e.g., to provide more programming related to the gifted and talented. The second included decisions concerned with isolated matters of great magnitude, e.g., to spend $5000 of the technical assistance money for evaluation. Three, decisions which were intended to set the direction of a project were included, e.g., to work with the district in applying for funds under Title IVC. Four, decisions were included which were important and could be made only by the officially constituted policy board, e.g., to add two more teacher members to the policy board. And five, included were decisions that were in the policy board's domain of interest but were delegated, e.g., to give the Director the authority to negotiate the budget and cut where necessary.

About 40 percent of all decisions were in the policy/supervisory realm. Most of these (22.4%) related to project management. Fewer were made in connection with program (8.8%) and policy board matters (7.9%) (Table E16). Examples of policy/supervisory decisions related to project management included--

- To submit a proposal to the Teacher Center Exchange (grants).
- To approve the resubmission proposal for Teacher Centers Program funding (grants).
- To explore cooperation with the local Teacher Corps project (coordination/communication).
- To add a media clerk position to the staff (personnel).

Policy/supervisory decisions focused on project management were most likely to be made with regard to soliciting or managing grants and other sources of support. Almost half (9.7%) of the total number of policy/supervisory decisions were of this nature (Table E17). Looked at from another perspective, when policy boards consider grants and other sources of support they are most likely to be considering these with regard to making policy or setting direction to the project. Only about one-quarter of the decisions affecting grants and other sources of support were not of the policy/supervisory type (Table E19).

Decisions regarding coordinating and communicating with external groups and institutions were also more likely to be policy/supervisory than administrative. Of the total number of decisions focusing on these matters, over 60 percent were policy/supervisory (Table E19).

Administrative Decisions

Policy boards functioned about as frequently in administrative areas (40.3%) as they did in policy/supervisory domains of decision making (Table E15). But whereas policy/supervisory decisions tended to be concentrated in only one focus area, project management, the administrative decisions were more evenly split between project management (16.5%) and the program for clients (23.8%) (Table E16).

Slightly more than half of the administrative decisions were made with respect to the program (Table E16). These decisions were primarily directed at either determining the program (6.8%) or considering travel requests (6.2%) (Table E18). Of those decisions made to determine the program, almost twice as many were administrative (65%) as were policy/supervisory (34%). The great majority (95.3%) of the travel decisions were administrative. Although few decisions were made to determine the logistics of programming, virtually all of these (94.6%) were administrative (Table E19). Examples of administrative decisions dealing with the program included--

- To offer a workshop on learning disabilities (program determination).
- To pay the registration fees and travel expenses, up to $100 each, to support the attendance of two teachers at the conference on multicultural education (travel).
- To hold the six session Mainstreaming course at Baker School on Tuesday afternoons (logistics).

Slightly less than half of the administrative decisions (16.5%) were made with respect to project management (Table E16). Within this focus area, administrative decisions were most likely to be made concerning personnel (6.0%), or with regard to equipment, materials and facilities (3.8%) (Table E17). In personnel matters there was just about an even split between policy/supervisory (51.3%) and administrative decisions (47.8%). But in considering facilities matters, policy boards made more than three times as many administrative decisions (77.6%) than they did policy/supervisory (22.4%) (Table E19). Examples of administrative decisions dealing with project management included--

- To approve the Director's request for a vacation (personnel).
- To turn down the superintendent's request for cooperation in paying the commencement speaker's $300 fee (coordination/communication).
- To order $400 worth of make and take supplies (facilities).

Procedural/Other Decisions

Virtually all of the procedural decisions were made in conjunction with policy board operations. Nineteen percent of the 20 percent were concerned with the actual mechanics of convening and running policy board meetings (Table E16). Examples included--

- To accept the minutes of the last meeting.
- To consider the Committee recommendations at the next meeting.
- To invite all school administrators to the next meeting.
- To accept the Director's report on program activities.

Most (70.3%) of the decisions regarding policy board operations were procedural. However, it should be pointed out that policy boards also made a number of policy/supervisory decisions regarding their own operations (Table E19). About 29 percent of the policy board decisions were of this type, e.g.,--

To add two more teacher members to the policy board;
To accept the bylaws proposed by the Bylaws Committee.

Summary of Types of Decisions

Policy boards, in developing the specifics of the concept of supervisory power, are dealing in the broad policy areas as well as concerning themselves with administrative details. Although the percentage of decisions made of both types is about 40 percent, it should be emphasized that these types of decisions are very different. Policy/supervisory decisions are by definition much more powerful, with the potential of having a major and sustaining impact on the direction of the project.

Policy/supervisory decisions are much more likely to be made with respect to project management concerns than they are with respect to the program for clients. Policy/supervisory decisions most frequently focus on soliciting or managing grants. They are also often focused on personnel and coordination and communications with external groups and institutions.

On the other hand, when policy boards are addressing the program for clients they are more likely to make administrative decisions. Administrative decisions are most frequently made in determining the program, in considering travel requests and in logistical matters.

This frequency data should be interpreted with the understanding that the potential impact of each policy/supervisory decision is far greater than that of each administrative decision. Within this context, the data suggest that the policy boards are having the greatest influence in the areas of soliciting and managing grants. Additionally, policy boards are also having strong input in personnel matters and in coordinating and communicating with external groups and institutions.

Policy Board Actions

Regardless of the particular focus of policy board attention or of the type of decision being considered, there is a limit to the types of potential action policy boards can take. Policy boards can decide to do something, decide not to do something, delegate the decision, or table a decision for consideration in the future. Each of the 990 decisions was analyzed with respect to the type of action taken.

Affirmative decisions

Most issues considered by policy boards are resolved in the affirmative. Eighty-five percent of the decisions were statements directing or approving action (Table E20).

The great majority of decisions regarding policy board operations (23.7%) were affirmative (Table E21). All but about 4 percent of these decisions were procedural (Table E26). An example of these decisions would be "to accept the minutes as amended." In considering project management and program decisions, policy boards tended to be more specific in their affirmative action. About one-fifth of all policy board decisions (19.6%) were approvals of requests or recommendations for specific allocations of money (Tables E22 and E23). As might be expected, the greatest number (6.0%) of these decisions were with regard to travel requests (Table E23).

Regarding affirmative decisions to allocate money, there were more administrative decisions than policy/supervisory decisions (Table E26). (A money decision was regarded as "administrative" if an estimated $1000 or less was at-issue.) About two-thirds of the money decisions were administrative. Expenditures of more than $1000 were considered policy/supervisory because, given the low average level of funding, these could potentially have a long-term impact on a project. One-third of all policy board decisions related to moeny were of the policy/supervisory type.

Delegations

Nine percent of all policy board decisions delegated responsibility (Table E20). Of the 90 decisions to delegate, 20 (2.0%) were related to internal policy board matters (Table E21). An example would be "to appoint a committee to revise the policy board bylaws." Fewer delegations were made in dealing with grants and other sources of support (1.3%), personnel matters (1.6%), and determination of the program (1.3%) (Tables E24 and E25).

Policy boards are almost as likely to delegate policy/supervisory decisions (3.5%) as administrative (4.8%) (Table E26).

Non-affirmative decisions

Only 3.4 percent of the 990 decisions reported and analyzed were decisions not to do something. But of these, almost half were decisions not to allocate money (Table E20). Non-affirmative decisions were twice as likely to be made with regard to project management concerns (particularly personnel and coordination/communication) than to program concerns (Tables E24 and E25). Likewise, non-affirmative decisions were twice as likely to be made with respect to policy/supervisory concerns than to administrative (Table E26). A composite example of a non-affirmative decision would be "to reject the recommendation that a new full-time staff position (personnel) be added at a cost (allocation of money) of $15,000 (policy) per year to the project."

Tabled decisions

Only 1.7 percent of all policy board decisions were to table consideration of a question (Table E20).

Summary of policy board actions

More than four out of five issues put before policy boards are decided in the affirmative. About one-fifth of the policy board decisions were with respect to allocating monies, particularly for travel.

These requests were almost always approved.

Nine percent of the policy board decisions delegated responsibility, usually to staff or committee. Delegations were most often made in those instances where an internal policy board matter was at issue.

Few non-affirmative decisions were made and even fewer deliberations were tabled. The frequency data for these actions are probably conservative--the possibility looms that policy boards have developed informal procedures that have the effect of rejecting proposals or postponing decision making. For example, a policy board member may sense that an idea will not be approved and therefore does not introduce the item to the policy board for consideration. These informal processes are simply not amenable to the data collection strategy employed in this study. Gathering information on the dynamics of non-affirmative decision making would ideally include intensive on-site study.

Summary

Policy boards were touted, right from the beginning, as the centerpiece of the Teacher Centers Program. In light of the fact that policy boards were vested with the right to make "supervisory" decisions concerning personnel, program, budget, and other areas as well, it is important to have some knowledge of how they operate. The data presented in this chapter suggest that the decision to establish policy boards was not misguided.

Policy boards tend to be large, and to meet monthly. Most policy boards have a committee structure, with program development and budget committees being most prevalent. Policy boards meet for approximately two to three hours on each occasion.

Slightly less than 60 percent of the eligible members typically attend each policy board meeting. Although teachers represent only two-thirds of the membership, they contribute over 70 percent of the attendance. It would appear that policy boards are active and teachers are clearly in the majority. The important question, however, is, Do they accomplish anything?

It would appear from these data that teacher center policy boards do, in fact, accomplish a great deal vis-à-vis individual teacher center projects. The typical teacher center policy board renders approximately five decisions per month. Two of these decisions fall into what has been called the policy/supervisory category. These are decisions that have the potential for an ongoing and long range effect on project operations. Two decisions are also made in what has been called the administrative category. These decisions, although they may be very important, are limited in impact when compared with policy/supervisory decisions. Finally, one procedural decision is typically made at a policy board meeting. In almost every case, these decisions relate to internal policy board business, and although not important, are obviously necessary for the policy board to function.

Approximately one-third of the decisions made relate to the program that emanates from the teacher center project. These decisions tend more often to be of the administrative than of the policy/supervisory type. On the other hand, approximately 40 percent of the decisions are of the project management type, and they fall more often in the policy/supervisory category. Thus, project management, policy/supervisory decisions are most likely to occur in the area of grants and other sources of income and personnel. Program, administrative decisions are most likely to occur in the area of professional development resources and collaboration and communication with other agencies and/or institutions. There are a fair number of these types of decisions made in the area of travel as well.

Curiously, most decisions (85%) made by policy boards are affirmative decisions to do something. Only about five percent of the decisions are decided non-affirmatively or tabled to the future. Approximately one decision in ten delegates responsibility to either a subcommittee or to the teacher center director or staff. It would appear from these data that the specter of party line or role group domination of policy boards by the majority of classroom teachers has probably not occurred. Rather, it is suspected that a great deal of discussion and informal communication occurs so that potentially disruptive topics are not brought to the policy board for decision, while those that are brought to the policy board for decision have already been discussed, with the interested parties fairly certain of the outcome in the decision making process.

What do these data mean? First, it appears that teacher center policy boards work. Furthermore, it appears that they are not disruptive, i.e., they seem to have survived quite well within both institutions of higher education and local education agencies. Interestingly, policy boards have not chosen to "run" the program. Rather, they have contented themselves (perhaps wisely) with meeting only two to three hours per month, and allowing the staff to operate the program within the guidelines and policy established at policy board meetings. This would seem not only logical, but also a sign of maturity, as most policy boards were either highly influential or even the sole source of selecting staff members.

If in fact policy boards do work, and if in fact they make decisions that establish policy from which program activities, services and resources emanate, the question must be raised, Are teacher centers different? In the next two chapters, one can find the answer to that very important question. Suffice it at this point to note that the activities as well as the services and resources that are typical of teacher center projects are definitely "atypical" when compared with nearly any other kind of inservice or staff development program for practicing education professionals.

Reference

Feistritzer, E. Report on Educational Personnel Development. Washington: Feistritzer Publications, 1980.

Chapter IV

Services and Resources

Teacher centers are addressing the needs of individual teachers through staff services and resources. Services are delivered through the skills that teacher center staffers bring to the helping relationships they maintain with teachers, whereas resources are supports available for teacher use without staff facilitation. Services and resources are alike in that they are readily accessible--they are available when and where teachers need them. The teacher center staff is available to provide direct assistance to teachers, usually on short notice and often right in classrooms, while resources are typically made available in convenient locations at hours teachers can use them. Additionally, services and resources evolve in direct response to what teachers indicate they need. Staff services, without any known exception, are provided at the request of teachers and typically every effort is made to tailor the assistance to individual teachers. With resources, usually a large collection of materials and equipment is provided, allowing teachers to pick and choose what is most appropriate.

Services and resources are clearly important in teacher centers. In providing services and resources, centers are addressing the "if onlys" teachers so frequently express. The typical project offers seven distinct services and resources (Table F1). Six projects offer ten or more! In the typical project, teachers availed themselves of services and resources 34.6 times per month (Table F2). During the eight-month data collection period, individual teacher use of services and resources was documented 55,628 times. The number of times teachers were served individually through services and resources was greater than the 43,185 times they were served during the same period through the more visible group activities.

Identifying and Describing Services and Resources

Each project was asked in the One Time Only Report (Appendix C) to identify and describe each service and resource. This was often a difficult task for project documentors since there was no existing language for specifically communicating the various ways teachers receive individualized help through centers. It thus became very important to translate statements such as "We make every effort to help teachers any way we can," into observable events that could be counted accurately.

Two rules were used to help clarify the various services and resources: 1) each service and resource had to have a name; and, 2) each had to be advertised. That is, each service and resource had to be so clearly defined and publicized that all teachers in the service area had received information as to what each was and how each could be used. These rules distinguished the ongoing, established services and resources from the spontaneous provision of individual help. Although it is known that much help is spontaneously provided when teachers and teacher center staff happen to come into contact, e.g., over coffee in the lounge, these informal encounters were not documented as "services." Even though the content may indeed relate to professional matters, it is impossible to anticipate these encounters and therefore it is not possible to document these reliably. On the other hand, if the staff has announced that it is available, for example, to provide materils development consultations and teachers know how to avail themselves of this service, then the service can be described as an ongoing support and its usage can be systematically documented.

In order to complete the One Time Only Report, many projects had to go through a process of specifically defining, for the first time, their services and resources. Each service and resource was labeled and described. For each, the project documentor was also asked to specify which staff person was responsible for it, how teachers knew about it, under what conditions and for what purposes it was available, and how teacher use would be documented. Details of each service and resource were further clarified in the first introductory telephone interview.

In the 37 projects, a total of 258 distinct services and resources were described. A content analysis of these examples delineated 34 types of services and resources which were subsumed by four major categories. Since there was no attempt to define the services and resources with uniform specificity across projects, some types are more specific than others. For example, a number of projects delineated several types of specific consultations that staff is able to provide, e.g., curriculum development, materials development, demonstrations. In other projects, however, the staff's availability to provide consultations was defined only generally and across all areas of assistance.

In order to provide information that would be helpful in project management, data were collected according to the level of specificity each service and resource is made available and advertised in each project. During the data collection period, several projects more specifically defined their services and resources and this necessitated the documentation of sub-types. For instance, in one project, staff demonstrations are so well developed as a service and use is so frequent, it was important to document two sub-types of demonstrations. The computer analysis program was designed to process information at the level it was reported by each project and also to aggregate across projects according to more general types.

Each of the 34 service and resource types will be examined in detail. Utilization data are presented by category--material resources/ equipment, consultative staff services, facilitative staff services, and monetary resources. In interpreting the data, it is important to keep in mind that since some projects began documenting sooner than others, more data are available on some types than on others. Furthermore, a number of projects delineated additional services and resources during the data collection period. Therefore, teacher use of any particular service or resource must be considered relative to the amount of data that is available on that service or resource.

Teacher usage of each type of service and resource will be discussed with respect to the number of "data months," determined by multiplying the number of projects which offer a particular service or resource by the number of months the type was documented. The amount of data available on the many types varies greatly. The least amount of data is available on "general staff consultations in schools;" the most is available on "professional libraries." Less than one percent of the data were contributed by the former whereas about 12 percent were contributed by the latter. Average utilization of each service/ resource type per project per month was determined by dividing the total usage for each type by the number of data months. Since examination of the data revealed that over half of the distributions were positively skewed, medians are reported as the most appropriate measure of central tendency.

Material Resources and Equipment

Materials resources and equipment are all the supports, exclusive of monies, which are available for independent teacher use. Utilization typically occurs at the teacher center during hours convenient to teachers. Although teacher center staff certainly play a key role in coordinating the use of materials and equipment, these are typically organized and made available in a way that teachers can use them without direct staff facilitation. The provision of materials and equipment is clearly a teacher center priority. Of the 258 services and resources provided by the 37 projects, 40 percent fall in the materials and equipment category. All but three (91.9%) of the projects provide at least one type of materials or equipment. The typical project provides 2.8 types (Table F3), yet 40 percent of the projects offer four or more types! Materials and equipment were used 47.8 times per month in the typical project. Well over half (58.1%) of the total usage of all teacher center services and resources was reported in this category (Table F2).

Professional lending library

The most commonly available resource is the professional lending library. About three-quarters of the projects provide a collection of professional books and journals at the center. Usage of the professional library was documented by more projects over a longer period of time than any other type of service or resource. This type was documented for 12 percent of the data months. Therefore, it is not surprising that usage of the professional library contributed greatly to the total usage of services and resources. During the eight-month data collection period, the professional library was used 6,520 times and contributed 11.7 percent to the total utilization of all services and resources. In the typical project, teachers used their lending privileges 19 times per month. But it should be pointed out that the large standard deviation ($\overline{X}$ = 33.1; SD = 58.1) suggests that in a number of projects teachers used the library much more frequently (Table F4).

Instructional aids

In a number of projects (30%) there are collections of instructional aids which teachers can borrow for use in their own classrooms. These aids include such commercial items as games, curriculum unit kits, ditto masters, and learning activity packages. Usage of instructional aids was documented for five percent of the data months. The 2,958 uses of this resource contributed 5.3% of the total utilization of all services and resources. In the typical project, these aids were used 20 times per month. But, as with the professional library, there is much variance among projects ($\overline{X}$ = 36.5; SD = 66.0). In a number of projects instructional aids were used much more frequently (Table F4).

Production equipment

Over half (54.1%) of the projects provide equipment teachers can use to make instructional materials. The equipment is sometimes quite sophisticated (e.g., photography lab) and in some projects is quite specialized (e.g., badge maker). As one would expect, duplicators are usually available. Probably the most popular piece of equipment is the laminator. One project even has a poster-size laminator.

Production equipment is the most frequently used resource provided by teacher centers--35 times per month in the typical project. The extremely large standard deviation ($\overline{X}$ = 76.8; SD = 197.1) indicates that, in a number of projects, equipment is used over 200 times per month. Although equipment contributed only eight percent of the total data, almost 10,000 uses of it contributed about 18 percent of the total utilization of all services and resources (Table F4).

Audiovisual equipment

Only ten percent of the projects have audiovisual equipment which teachers can borrow for classroom use. This equipment includes such items as film strip and movie projectors and tape recorders. This resource was documented for only 1.4 percent of the data months. Therefore, it is not surprising that usage of audiovisual equipment contributed less than one percent of the total utilization of services and resources. In those projects where this equipment is available, it was used six times per month (Table F4).

Make and take supplies

A number of centers take pride in the vast array of materials they have assembled for teacher use in creating their own instructional materials. About one-third of the projects provide make and take supplies. Although data were reported on this resource for only 4.5 percent of the data months, close to 9,000 uses of make and take supplies contributed about 16 percent of the total utilization data. In the typical project, teachers use make and take supplies 25 times per month. There is, however, tremendous variation among projects ($\overline{X}$ = 122.4; SD = 379.1). Some projects reported over 400 uses of make and take supplies per month (Table F4).

Recyclables

Nearly 40 percent of the projects systematically scan their regions for recyclables which are then brought together at the centers for teacher use. These castoffs come from a wide variety of sources. Many are contributed by teachers. But in most projects the teacher center staff also makes regular visits to area factories and other business concerns for free materials. Usage of recyclables was reported for 4.5 percent of the data months and totaled 2,351 times or 4.2 percent of the total utilization of all services and resources. In the typical project, recyclables were used 11 times per month. As with most of the other resources there is much variance among projects ($\overline{X}$ = 32.2; SD = 99.7). In some projects recyclables were used more than 100 times per month (Table F4).

Local resource files

More than one-quarter of the projects maintain files of community people who have indicated their willingness and availability to provide assistance to teachers in special areas of expertise. Although the teacher center staff does not provide direct facilitation in linking teachers with these resources, obviously a lot of staff time goes into organizing these files and keeping the information current. This resource was documented for 3.5 percent of the data months, but its utilization contributed only 1.5 percent of the total usage of all services and resources. Where these resource files are available, they are used an average of 19 times per month (Table F4).

Computerized information systems

Two projects (5.4%) have computer terminals available for teacher use. Through these terminals teachers can access a range of organized information banks. Teachers can also enter their own successful practices for access by other teachers. Little information, less than one percent of the data months, is available on use of terminals. Where they are available, computer terminals were used nine times per month by teachers doing their own searches for information (Table F4).

Teacher idea files

Teacher idea files are provided by two projects (5.4%). One of these projects has developed a file with several thousand entries by requiring each teacher who attends a workshop to submit one idea to the file as the "price" of admission. These collections of successful teacher practices were used 15 times per month (Table F4).

Summary

Materials and equipment are the most prevalent of all the supports provided by teacher centers for individual teacher use and are the most frequently used by teachers. Over 40 percent of all the service and resource data were with respect to materials and equipment. Usage of materials and equipment contributed 58.1 percent of the total utilization of all services and resources. Having a well-equipped center where teachers can make instructional materials and can borrow others is clearly important in over 90 percent of the teacher center projects.

The professional library appears to be fundamental to the teacher center facility. About three-quarters of the centers have a professional literature collection. Teachers sign out books and journals 19 times per month in the typical project. This figure, however, is most conservative in that it does not include the number of teachers who drop into the center to browse and read but do not take advantage of the lending privileges. The professional library is important in setting the tone and atmosphere of the teacher center. It says to teachers, "Here is a place rich in resources where you can come, even if you have only a few minutes, to sit comfortably with a cup of coffee and explore the latest materials. The chances of your having an opportunity to discuss recent articles and new ideas with old and new friends is high."

Slightly more than half of the projects provide equipment teachers can use to make instructional materials. Almost all which do not have this equipment stated that if more money were available, this is the area which would be developed. In those projects which do have production equipment, it is the most heavily used resource. In some projects usage runs as high as 200 times per month. The availability of everything that is needed for making materials in one convenient location is clearly a luxury for teachers. Also clearly appreciated by teachers is having access to production equipment at times that are convenient, for example, in the evening and on weekends.

Although a number of school districts have production equipment, it is often distributed among schools and is often unavailable after school hours. Many teacher centers have provided a service to school districts and teachers by pulling equipment together into one location and making it available at convenient hours. This has been accomplished without additional expense and equipment that has not been used previously is now in regular use.

About half of the centers provide materials that teachers can use for making instructional materials. These are either make and take supplies (32.4%) or recyclables (37.8%). Eight (21.6%) of the projects have both types of production materials available. Usually materials are provided in conjunction with production equipment. When production materials are provided they are heavily used by teachers. Although only 4.5 percent of the available data is with respect to use of make and take supplies, close to 9,000 uses contributed over 15 percent of the total utilization of all services and resources. If the use of recyclables (4.2%) is included, this percentage of the total goes up to about 20 percent. There is, of course, a tremendous amount of variance among projects. In a few projects the make and take lab is the very heart of the teacher center around which the rest of the program revolves. In these projects, average usage of materials is over 400 times per month.

Several projects provide more specialized resources for teachers. About one-third of the projects have collections of instructional aids which teachers may borrow for use in the classrooms. These are used 20 times per month where they are available. About one-quarter of the projects have local resource files which are also used about 20 times per month. Teacher idea files are not common (5.4%) but where they are available they are used about 15 times per month. Computer terminals are not commonly available (5.4%) and they are not as frequently used as one might expect, only nine times per month.

Almost all teacher centers provide some type of material resources and equipment for teachers. In some projects, a well-equipped facility is the core of the teacher center program. In a number of projects, the teacher center facility is where teachers can find everything they need in one location. The heavy utilization of material resources and equipment indicates that teacher centers are meeting a need that is not being met through other institutions or channels.

Consultative Staff Services

The provision of each service and resource for individual teacher use depends entirely on the teacher center staff. However, the role staff plays varies according to the type of service or resource. Although material resources and equipment are usually organized in such a way that they can be used without staff facilitation, the staff plays a crucial role in establishing and maintaining the environment that facilitates their use. In providing services, the staff plays a much more direct role. Consultative staff services includes all types of established systems for providing direct, one-to-one staff assistance to teachers.

Over 80 percent of the projects provide some type of consultative service. Almost half offer two or more (Table F3). About one-quarter of the total utilization of services and resources was contributed by consultative services. These were used an average of 40.1 times per month per project (Table F2).

Materials development assistance

More than half of the times teachers received direct one-to-one assistance from teacher center staff it was in connection with the development of instructional materials. Materials development assistance is provided in only six (16.2%) of the projects and data are available for only 1.6 percent of the data months. Yet, teacher use (8,912 times) of materials development assistance contributed 16 percent of the total utilization of all services and resources. In the projects where this service is available, it was used 139.5 times per month (Table F5). There is tremendous variance among these projects ($\overline{X}$ = 342.8; SD = 553.8) and it is important to highlight the fact that the high standard deviation exists primarily because of the activity of a single project. This project operates three fully-equipped materials centers, each staffed with at least one full-time materials expert. Although this project is definitely atypical, it provides an example of the appeal that a well-equipped and staffed materials center holds for teachers.

General consultations

Over 60 percent of the projects provide a general consultative service. Staff is available to work with teachers individually in any area of interest or concern upon request. Data are available on general consultations for 8.8 percent of the data months; teacher use of these consultations contributed 5.1 percent to the total utilization of all services and resources (Table F5). Although these data are clearly important in understanding how teachers are served through teacher centers, the frequency data do not stand alone. These data need to be examined with the knowledge that these consultations were often long term and quite intensive. In a number of cases, a consultation with one teacher spanned several months. Unfortunately, the frequency data do not reflect this. For example, a one-hour materials development consultation and a two-month consultation, involving six sessions with one teacher, were both counted as one teacher use of staff assistance. This is not to say the data are not helpful; but it needs to be understood that the methodology did not capture the intensity of utilization, since only frequency counts were recorded.

Teacher use of general consultations tended to be greater in those projects where the staff is available at the center. Whereas 41 teachers were served per month by projects (10.8%) providing consultations at the center, 31 were served by projects (24.3%) providing consultations in schools. This difference probably relates to the fact that by having teachers come to the center, staff members do not have to allow travel time to schools and therefore have time to work with more individual teachers. Additionally, it is suspected that each on-site consultation is more intensive and requires more time, thereby reducing the number of teachers that the staff is able to serve. Interestingly, in those projects which advertised consultations most generally, i.e., "at the center or in schools," only ten teachers per month used them (Table F5). This suggests the possibility that frequency of teacher use may be related to the specificity of the advertised description of the service. If a consultative serve is described too generally, teachers may not know what to expect and therefore may be less likely to make requests.

The likelihood of this being the case is buttressed by the utilization information on the specifically defined consultations. In addition to materials development assistance, seven different types of specific consultations were documented. Excluding the utilization data on materials development assistance, teachers received direct one-to-one staff assistance 5,186 times. About half of these were general consultations, but about half were consultations in very narrowly defined areas of assistance. Furthermore, teacher center directors have reported that, when a specialized type of consultation has been delineated and advertised, it is teachers who have not been previously served that usually make the requests.

Each of the specific types of consultative services will be examined in the following section. Considered as a group they give more specific information as to what the general consultations involve. It is probably safe to assume that the general consultations reflect the same pattern as the specific consultations with respect to purpose. For example, the most frequently utilized specific consultation type was "follow up on activities." Therefore, one can assume that in the general consultations, this type of assistance is also most common.

Follow up on activities

This service, which makes tremendous demands of the teacher center staff, occurred in only three (8.1%) projects. After a group activity such as a workshop is offered, the staff works with individual teachers to translate the general workshop ideas into specific ideas for the classroom. A specific example of this service would be a staff person going into a teacher's classroom, after a course on individualizing instruction, to help the teacher organize learning centers. Although this service is not commonly available in teacher centers, in those centers where it does exist, it is used an average of 38 times per month. In other words, when it is offered, teachers use it (Table F5).

Teacher project consultations

A number of teacher centers offer incentive awards to teachers to pursue independent projects. In six (16.2%) projects, teacher center staff provides specific assistance to teachers working on these independent projects. In delivering this service, a staff member acts as a consultant to the teacher's individual project. Often staff is available right from the very beginning of the project, helping the teacher develop a plan. In those projects where this service is available, it was used 12 times per month (Table F5).

Curriculum development assistance

In four projects (10.8%) staff is available to provide assistance to teachers in developing, modifying or enriching curricula for specific classrooms. For example, a teacher might receive staff help in expanding the fifth grade math program to provide more challenging experiences for gifted students. Curriculum development assistance was used 11 times per month in those projects where it is available (Table F5).

Demonstrations

The availability of staff to do classroom demonstrations is a feature in five (13.5%) projects. This service is used an average of seven times per month. In four of the projects the staff responds to specific teacher requests for demonstrations. In the other project, the demonstrations are related to project focus areas. For example, all staff members might be available during the month of February to demonstrate science inquiry lessons (Table F5).

Clinical observations

Seven (18.9%) projects provide specific clinical help for teachers. Three (8.1%) of these have staff available to do focused observations of teachers in classroom settings. This is usually a three-step process. First, the teacher and a staff member have a pre-observation conference in which the purposes of the planned observation are delineated and discussed. Then, the staff person carefully records what is observed. This record provides the basis for a post-observation conference focused on the congruence of what transpired with what was intended. Four (10.8%) projects provide a similar service but also have videotape equipment for recording the teaching episode. In each of the projects which offer intensive clinical help, about five teachers are served per month (Table F5).

Teacher leader assistance

A number of projects emphasize providing opportunities for teachers to help teachers. Efforts are made, for example, to use teachers as workshop leaders. Three (8.1%) projects provide special assistance for these teacher leaders. Staff is available to help teachers in planning, organizing materials and in accomplishing all the other tasks involved in offering workshops. Where this specific help is available, it is used seven times per month (Table F5).

Summary

Most of the projects provide some type of direct one-to-one assistance to teachers. About three-quarters of the projects offer at least one specifically focused consultative service. Additionally, over 60 percent provide broadly-defined or general consultations. About 25 percent of the times teachers were served individually through services and resources, it was through consultative services.

Materials development assistance stands out as being by far the most frequently used consultative service. More than half of the times teachers were served directly through consultative services, it was in the area of materials development. Where technical assistance in the production of instructional materials is provided, teachers clearly take advantage of it. Production materials and equipment are heavily used when they are provided as a resource which teachers can use independently of staff facilitation, 25 and 35 times per month respectively. But in the six projects which have staff available to provide expert assistance in materials development, average teacher use jumps to over 100 times per month.

Utilization of other types of consultative services was about evenly split between the general consultations and specific consultations. Both contributed about five percent to the total utilization of all services and resources. The existence of specific consultations is particularly important because it can be assumed that these, considered as a group, define the nature of the general consultative services.

In providing classroom-specific followup on group activities, teacher centers are delineating a new dimension of inservice programming. Although this service has been specifically advertised by only three projects (8.1%), in these projects it is certainly being used, 38 times per month. This service is an exemplar of job-embedded professional development. Teachers in groups are introduced to new approaches and then individual assistance is provided to implement these in a wide range of classroom settings. This type of service requires particularly intensive staff involvement and a high level of staff expertise. It is, however, one of the missing links in more traditional approaches to inservice.

Another missing link being addressed by teacher centers is in the area of curriculum development. In most districts, teachers are expected to follow a standard district-wide curriculum. Typically, however, teachers are provided little help in modifying and adjusting this curriculum to meet the needs of children with vast differences. Teacher center staff are providing direct assistance to teachers in developing specific classroom plans and procedures which are consistent with district goals. As with followup on activities, teacher center staff assume a role not unlike that of a translator.

In providing demonstrations, teacher center staff are providing a service that many institution-based inservice educators approach reluctantly. Willingness and ability to demonstrate in classrooms has probably done much to strengthen the credibility of teacher center staff.

In doing clinical observations, teacher center staff are engaging in an activity that has been the domain of university professors and school district administrators. But, the context is very different and probably relates to staff credibility. Without any known exception, clinical observations by teacher center staff have been initiated upon teacher request and for a purpose specified by the requesting teacher. Teachers are inviting teacher center staff to help in specific pedagogical matters.

Teacher center staff are also playing a very important role in providing help to teachers working on individual projects. Providing financial support to teachers to pursue independent projects is important in itself. But buttressing this resource with staff facilitation can only strengthen the quality of these independent projects. This is also the case with the teacher leader assistance that teacher center staff are providing. It is important that teacher centers are capitalizing on the expertise of classroom teachers by providing opportunities for them to lead activities for their colleagues. Yet, the quality of this leadership can only be improved if teacher leaders are given professional assistance along the way.

The priority teacher centers put on responsive inservice is being operationalized, to a large extent, through consultative services. Additionally, the teacher center collegial spirit is best captured by the data on consultative services. The teacher center staff is typically perceived as well-seasoned professional teachers who have a primary interest in helping teachers and who are available and capable or providing direct assistance when and where it is needed by teachers. The number of areas in which this help has been provided is staggering. Regardless, it is almost always directed at helping teachers deal with the special circumstances embedded in their teaching assignments.

Facilitative Staff Services

In providing facilitative services, teacher center staff link individual teachers with appropriate resources, rather than provide direct assistance. Facilitative services complement the consultative services in operationalizing the responsiveness that characterizes teacher centers. Teacher center staff members provide direct assistance through consultative services. If, however, the staff is unable to provide direct service, a facilitative role in finding appropriate resources is typically provided.

Facilitative services are provided by almost two-thirds (64.9%) of the projects, and are used less frequently than consultative services. In those projects where facilitative service is provided, it is used 24.3 times per month as compared to 40.1 times for consultative services (Table F2). Data on facilitative services were collected for 16.3 percent of the data months and the utilization of these contributed about 11 percent to the total for all services and resources.

General matching service

The typical project has only one facilitative service and it is most often a general matching service (Table F3). About 35 percent of the projects offer this type of service which involves the teacher center staff acting as brokers. They advertise that if teachers call or come into the teacher center, there will be staff available to assist in finding whatever resources are needed. Data were available on this service for 5.1 percent of the data months. Usage of general matching services contributed 2.4 percent of the total utilization of all services and resources. In projects where this service is available, it was used 11 times per month (Table F6).

Hotline

Five (13.5%) of the projects highlight the priority placed on immediate response to teacher needs by operating a telephone hotline. Teachers can call the center to request center assistance in virtually any area of need. Where hotlines are available, they are used

12 times per month. But as indicated by the extremely large standard deviation ($\overline{X}$ = 68.2; SD = 309) there is much variance among projects. One project which maintains a 24-hour answering service contributed greatly to the large standard deviation (Table F6).

Mobile unit

Only two (5.4%) projects have a mobile unit for taking a wide array of instructional and production materials directly to schools where teachers teach. Both of these projects serve very rural areas. In serving 100 teachers per month, they appear to be meeting a very definite need (Table F6).

Teacher matching

Of the more specific types of facilitative services offered, teacher matching is the most common. About one-quarter of the projects will put a teacher who needs help into contact with a teacher who is able to provide it. In these projects, an average of five teacher matches were facilitated per month (Table F6).

Computer search

Six (16.7%) projects have access to computer terminals which enable staff to do computer searches for individual teachers. This service, which brings a particularly wide range of resources to teachers, was used an average of seven times per month (Table F6).

Instructional materials matching

Although only three (8.1%) projects documented the staff's specific help to teachers in locating (and often delivering) specific instructional materials, this facilitative service was well utilized, 13 times per month (Table F6).

Summary

Although not as common as consultative services, facilitative services are clearly important--they link teachers with resources that are not readily available. They are especially important in servicing rural areas where many teachers may be some distance from the teacher center facility. Facilitative services bring the center and its resources to the schools. Although a couple of projects have fully-equipped mobile vans, it is more typical for center resources to be brought to distant teachers in the trunks of cars owned by teacher center staff.

Teacher matching takes particular skill on the part of teacher center staff. First, teachers with special expertise need to be identified. Although this is sometimes accomplished by asking teachers to make collegial recommendations or to personally volunteer, it is more typical for the staff to engage in consultations with individual teachers to help them identify their strengths. Staff must also engage in consultations with requesting teachers to identify the exact nature of their needs. In short, in order to make successful matches, the staff must have detailed information on both the teachers requesting assistance and those providing it. The staff must also handle the logistics of making it possible for two teachers to work together.

Finding appropriate instructional materials for teachers is also a demanding task for teacher center staff. If a teacher knew exactly what was appropriate, a request for assistance would probably not be made. The teacher center staff must be skilled in translating general requests into specific deliveries. To provide this service, the staff must be very familiar not only with what materials are available but also with the potential uses of the various materials.

Computer terminals, as a resource available for independent teacher use, were not as frequently used as one would expect. Likewise, they do not appear to be getting much use even when staff provides the service of performing a computer search. Since computer searches are so quickly done, this is puzzling. Whereas with virtually every other service and resource one is left with the question, How does the staff ever manage to serve so many teachers in this way?, with the computerized information banks one must ask, Why aren't more being served? The only possible explanation is that teachers have not found the product of computer searches to be particularly helpful. This, of course, raises another question, Why not? Perhaps, the difficulty of accessing appropriate resources from information banks is under-estimated. It takes skill and sometimes detective work to get usable information. This is particularly true in education computer banks which are notorious for their lack of organization and their inclusion of often misleading cross references. In order to optimize the use of computerized information banks, an initial effort must be made by experts in the field to better organize the information that is available. Furthermore, educators need to be given specific training in how to use computer terminals. If this does not occur, it appears that the potential of computerized information will be short-circuited.

Monetary Resources

About 70 percent of the projects have money set aside to support individuals in specific types of professional development activities. Typically, a project provides one type of financial support (Table F3). Financial support is most often used to pay substitutes so that teachers may participate in professional development activities during the school day. Additionally, they are used in some cases to support independent projects, travel to professional meetings, and tuition for college courses. Without any known exception, projects that provide financial support for individual teachers do so within clearly specified parameters. Teachers are made aware of the type of support that is available and the conditions under which it can be used. They also know how to apply for it, as well as the evaluation criteria that will be employed.

Although data are available on monetary resources for 19.7 percent of the data months, the utilization of monetary resources contributed only 5.2 percent to the total use of all services and resources (Table F2). Clearly, monetary resources are not used as frequently as other services and resources--only nine times per month in the typical project. It can be assumed that there is not much financial support to be distributed to individuals.

Substitutes

About half (48.6%) of the projects have set aside money that can be used to provide substitutes for teachers so that they can engage in professional activities during the normal working day. In the typical project, substitutes were provided 18 times per month (Table F7). Usually substitutes are used to release teachers so they can engage in independent activities. Release time is most often used to provide an opportunity for teachers to spend an afternoon at the teacher center making instructional materials, or to engage in individual consultations with the teacher center staff. Release time also facilitates teacher matching programs. It is important to note that release time is not commonly used to free groups of teachers to participate in group activities (see Chapter V) held during the working day.

Incentive awards

Although over 40 percent of the projects have provisions for awarding money to teachers to work on individual projects, incentive awards are not frequently made. The average use is five times per month (Table F7). Typically, however, incentive awards are not granted on a monthly basis. Rather, the typical center considers all teacher requests for financial support as a group, using a competitive process on an annual or semi-annual basis.

In sum, 588 incentive awards were granted. This number contributed 1.1 percent to the total utilization of all services and resources (Table F7). It is important to note that in most instances the teacher center staff is very involved in helping teachers with incentive awards. Staff assistance was documented for 436, or almost 75 percent, of the incentive awards (Table F5). Therefore, in the great majority of cases, incentive awards have provided an opportunity for teachers to take advantage of the staff consultative services. Detailed data on incentive awards are not available. But there appears to be a tendency for awards to be made to small groups of teachers (two or three) rather than to indiviudals working totally alone. There is also a tendency for the awards to be used for developing new curriculum materials. It seems teachers are most likely to apply for and be granted incentive awards if there is something needed for the classroom.

Professional development funds

Slightly over one-third (35.1%) of the projects have set aside money to support the attendance of teachers at professional conferences. Since use of these funds contributed less than one percent to the total utilization of all services and resources, it can be assumed that teacher centers have not allocated great amounts of money to these funds (Table F7). Most projects have established quite rigorous criteria to guide the awarding of money for this purpose. Usually a center will not provide total support for a teacher to attend a professional meeting; more commonly the teacher must also contribute part of the cost. Additionally, most centers require that teachers who use money for conference attendance must bring something back to the project. For example, a teacher who receives partial support to attend a conference on programs for children with limited English speaking ability would probably be expected to make reports and present some workshops after the conference.

Tuition reimbursement

Only five (13.5%) of the projects make any provision for directly reimbursing teachers for tuition paid to colleges. Use of these reimbursement funds contributed less than one percent to the total utilization of all services and resources (Table F7). These data support a very conservative interpretation of the level of support teacher centers are providing to individuals involved in college course work. These data would suggest that the cost of participating in credit-bearing course work is usually borne by the participants. However, it is known that a number of teacher centers provide indirect support for college course work. For example, about eight percent of the total number of teacher center group activities could be participated in for college credit (Table G30). The data in this study cannot be used to support a definitive statement regarding the level of support teacher centers are providing for college course work. It is happening. But questions regarding to what extent and under what conditions need to be specifically addressed by future studies.

Summary

Although 70 percent of the projects have set aside monies which individual teachers can use for certain purposes, these monies are not frequently awarded. One can assume that there just isn't much to go around. Of all the times individuals availed themselves of services and resources, only about five percent were related to monetary resources.

The typical project has set aside monies for only one purpose and this is most likely to be for substitutes or for incentive awards. Substitutes are not commonly used to release teachers for group activities held during the school day. Rather, substitutes are much more likely to be used to free teachers so that they can work on independent projects. Incentive awards were not frequently granted. But a teacher who received an incentive award, typically not only received some money, but also received teacher center staff assistance on the project.

Professional development funds and tuition reimbursements were rarely used. The data raise particularly important questions about the type of support teacher centers are providing for college course work.

Other Services and Resources

Four other types of services and resources were identified which could not be classified as examples of the four major categories thus far presented. It is important to note that teacher use of these was not considered in determining the total utilization figure.

Newsletter

The teacher center newsletter is very important. All but four projects regularly, usually once per month, publish and distribute a comprehensive listing of all teacher center activities (Table F8). These newsletters also often include articles written by teacher center staff as well as teachers. It's probably safe to say that there is no other inservice program for teachers that comes close to teacher centers in establishing a regular and vitally needed communications metwork. In the typical project, 1708 teachers receive a newsletter once per month.

Collegial drop-in

In about one-quarter (24.3%) of the projects, teachers have an open invitation to visit the teacher center. A teacher can expect with some certainty that there will be a friendly supportive atmosphere, a pot of coffee brewing, and comfortable chairs for just sitting and talking. In the typical project, the drop-in as a service/resource, was used 52.5 times per month (Table F8). The very large standard deviation indicates that in more than a few projects this number was in the hundreds. (If a person "dropped in" and then became involved in another service or resource available at the center, this was not counted as a use of "drop-in," but rather was documented as a use of a specific resource and/or service.)

Printing service

Four (10.8%) projects offer a printing service. The staff (often a secretary) will duplicate instructional materials for teachers. In the typical project, this service was used by teachers ten times (Table F8). But the large standard deviation ($\overline{X}$ = 46.6; SD = 76.1) indicates that there were a number of exceptions to the average.

State authorized textbook examination site

Two (5.4%) of the projects were authorized as textbook examination sites by the state education department. In states where a textbook examination process exists, this can be a very important service. There were only 61 instances of this happening, yet the very existence of the service exemplifies the length that centers will go to provide support for their clients (Table F8).

Summary

Teacher centers may be most clearly distinguished from other approaches to inservice education by the priority that is placed on addressing the needs of individual teachers. The 55,628 times that teachers were served individually through services and resources was greater than the 43,185 times they were served during the same period through the more visible group activities. Two themes permeate the data on services and resources. These themes--responsiveness and collegiality--contribute greatly to a definition of the teacher center approach to inservice education.

Teacher centers provide an exemplary model for responsive inservice programming. As will be reported in Chapter V, teacher centers are able to develop and offer group activities based on what teachers view to be important. Most importantly, the "turn around" time between identifying and responding to teacher-perceived needs through group activities is very short, typically only a few weeks. With services and resources, the turn around time is typically even shorter, often immediate, and the responses are specifically tailored to individual teacher needs. The important point is that a teacher with a need can receive assistance through services and resources even though other teachers may not have the same need at the same time. The teacher center is a vast storehouse of professional expertise and other supports that is conveniently located and open when it can be used by teachers needing it. The supports that teachers are likely to need are brought together and organized to optimize accessibility. All that is required to tap into these services and resources is teacher initiative.

Based on the data collected in this study, it can be said that teacher initiative is alive and well. The utilization data on services and resources confirm the fact that teachers will initiate professional development experiences even though there are no obvious tangible incentives available. Teachers took advantage of the services and resources over 50,000 times in the absence of any tangible incentives--teachers receive no credit for engaging in professional development through services and resources and there are no salary advancements or stipends related to this type of work. Participation in services and resources almost always occurs on teachers' own time, e.g., before or after school or during free periods. Clearly, however, teachers will get involved if they perceive that which is offered to be useful and worthwhile. The data are consistent that supports for better teaching and instruction are what teachers perceive as useful and worthwhile. For instance--

- Teachers need materials and equipment for producing instructional materials for use in their own classrooms. These supplies were taken advantage of over 20,000 times in the eight-month data collection period! In the typical project these were used 30-40 times per month. But the exceptions are notable. A few projects have teachers coming in to produce materials over 500 times per month.
- Teachers appreciate expert help, especially as it relates to developing materials. In the projects that have staff available to help in materials development this assistance is used well over 100 times per month.

There are at least two lessons learned from these data. If there is a commitment to be responsive to teacher needs, the first thing one must do is to bring together in one location a wide range of production materials and equipment. Secondly, in order to optimize use of production supplies, have a specialist with expertise in materials development available to help teachers. The level and type of assistance teacher centers are providing in the area of materials development suggests that this is not being currently addressed by any other approach to providing support to classroom teachers.

Since teachers are voluntarily initiating consultations with teacher center staff it can be stated that these professional experiences are also a valued component of teacher center programming. For instance--

- Teachers initiate consultations especially with respect to improving instruction in their classrooms. Consultative services were used over 14,000 times during the data collection period--in the typical project 40 times per month. Teachers particularly want classroom followup on the large group activities and in developing classroom-specific curricula.

The teacher center staff is being heavily relied on and turned to by teachers for direct assistance in instructional matters. Again, as with the data on materials, the frequent utilization of this type of professional support suggests that it is not available through any other inservice education program. The data suggest that to deliver on a commitment to provide useful and worthwhile assistance to teachers, it is important to have full-time staff people who are perceived as competent in addressing classroom-specific concerns.

There are two key dimensions to providing responsive inservice for teachers. First, the content of the inservice programming must be perceived by teachers as being important. From the data on services and resources it has been learned that teachers will, on their own time, seek out opportunities to engage in professional development experiences if these relate to improving instruction in the classroom. Tangible incentives are not required to encourage teacher participation if teachers believe the experiences to be worthwhile and valuable. The second key dimension of responsive inservice regards delivery. The inservice opportunities must be accessible to teachers. Teacher centers have excelled in bringing inservice to teachers. Teachers know that they can get almost immediate help whenever they need it. All the services and resources the teacher center offers are usually no more than a 15-minute drive or a phone call away. It is important to highlight the obvious--the teacher center staff is crucial in providing responsive inservice that is valued and is accessible.

The theme of collegiality also permeates all the data on services and resources. This theme cuts across virtually all the data collection areas. Teachers are naturally attracted toward a professional environment. For instance--

- Teachers "dropped in" to the typical center 52 times per month. Teachers use the teacher center as a professional check-in point, as a place where they can keep in touch with other teachers.

Teachers are also naturally attracted toward professional assistance in a collegial environment. Teacher center staffers are classroom teachers by training and orientation. Professional credibility is not an issue; it is assumed. This enables teachers and the teacher center staff to relate collegially as in a partnership. Teacher center staff in most cases operate with an "on call" stance. They communicate quite clearly that they are there if there is anything they can do. If they cannot provide direct assistance, there is the expectation that they will find someone who can. For instance--

- Teacher center staff facilitated teacher requests over 6,000 times during the data collection period. Most often this facilitation involved matching material or consultative resources not readily available through the teacher center.

Teachers are also naturally attracted to a place where it is known other teachers are working on their own projects. The popularity of materials development areas certainly is related to teachers needing to make instructional materials. But additionally, one gets the sense that there is an additional pull: teachers are reasonably sure that if they go to the center there will be other teachers there, as well as teacher center staff, that will be eager to share and help each other. The teacher center, through services and resources, provides opportunities for teachers to work on independent projects that are important for individual purposes. But, the atmosphere generated by teacher centers is one of "We are all working together!"

Chapter V

Group Activities

In addition to serving teachers individually through established staff services and resources, teacher centers develop and provide programs designed to meet the common needs of groups of teachers. During the period of this study, 1658 group activities offered by 37 projects were documented. For the purposes of this study an "activity"--

- is an advertised, interactive event designed to bring together a group of teachers for instruction.
- has a clear beginning and a clear end. (In contrast to services and resources, an activity is not an ongoing, established project component.)
- is discernible, describable and has a label, e.g., "seminar," "course," "workshop," "lecture series," "symposium."
- has a content focus, e.g., "math skills," "mainstreaming," "child development," "levels of questioning," "teacher stress."
- is supported fully or in part by the teacher center project.

Thus, not included as program activities were events not convened for instructional purposes. For example, planning meetings, needs assessment meetings, and "coffees" were not regarded as activities for the purposes of documentation. Also not included, although they may indeed relate to professional development, were unscheduled, spontaneous interactions, e.g., a group of teachers deciding at lunch to get together after school to work on the new curriculum. These unannounced, impromptu professional interactions are impossible to anticipate and thus impossible to document with reliability.

The documented program activities covered a broad range of topics and were characterized by different instructional processes. There were examples of almost every conceivable type of program, ranging from two-hour make and take workshops to intensive eight-month curriculum development projects. The topics ranged from instruction of children in basic skills to income tax preparation for teachers. For each of the activities, project documentors were trained to provide information with respect to 15 different questions spanning the gamut from the genesis of the activity, i.e., Why was the decision made to offer the activity?, to the completion of the activity, i.e., How was it evaluated?

Data collection

It should be emphasized that in the telephone interview each question was asked in the open-ended format. For example, project documentors were asked to describe the instructional format. The interviewers were trained not to accept, without probing, responses such as "It was a workshop." Rather they were trained to probe for complete, non-ambiguous information. In this example, they were trained to follow up with the question, "What do you mean by 'workshop'?" The responses to the follow-up questions probing for definitional clarity were recorded by the interviewers and were the basis for the data analysis. This is important to underscore because the categories that were used for coding and analyzing the data, rather than being imposed, emerged from the actual activity descriptions.

The importance of the telephone interview in probing for complete, non-ambiguous information should be highlighted. It had been learned in the field test that some of the language used by teacher center people has either a site-specific or regional meaning. For example, one project director offered the following criterion for distinguishing between a "workshop" and a "seminar:" those activities for elementary teachers are called "workshops" whereas those for secondary teachers are advertised as "seminars." This is one example of many which necessitated probing beyond labels for complete descriptions. In aggregating the data, many categories were used. These labels have common meaning across projects, were used by trained coders and constitute a precise language for inservice education.

Data interpretation

Although frequencies (number of activities and the number of participants) are reported for every descriptive category, the interpretation is enhanced by the use of "participant hours." Participant hours are determined by multiplying the number of participants by the number of hours the participants were actually engaged in an activity. Thus, if 10 teachers took a course which met 15 times and each session was three hours in length, this activity would generate 450 participant hours. Although in many cases there is a direct relationship between the number of activities, the number of participants and the number of participant hours, it is the many exceptions that make participant hours a valuable interpretive tool.

The value of participant hours is demonstrated in the following example. Data were collected with respect to when activities were convened (Figure 5). *Activities* were most likely to be held after school (35%), during the working day (27%), or during a holiday (23%). A better understanding of the influence of activity scheduling is derived from examining the *participant* data. Fully 43 percent of all people who participated in teacher center group activities did so in activities held during the working day. On the other hand, only 22 percent of the total number of participants attended activities held after school and 19 percent attended activities held on holidays. Finally, a third perspective is provided if one examines the *participant hour* data. Although only 23 percent of the activities were held on holidays, and these involved less than 20 percent of the total number of participants, these activities generated the greatest number (37.5%) of the participant hours.

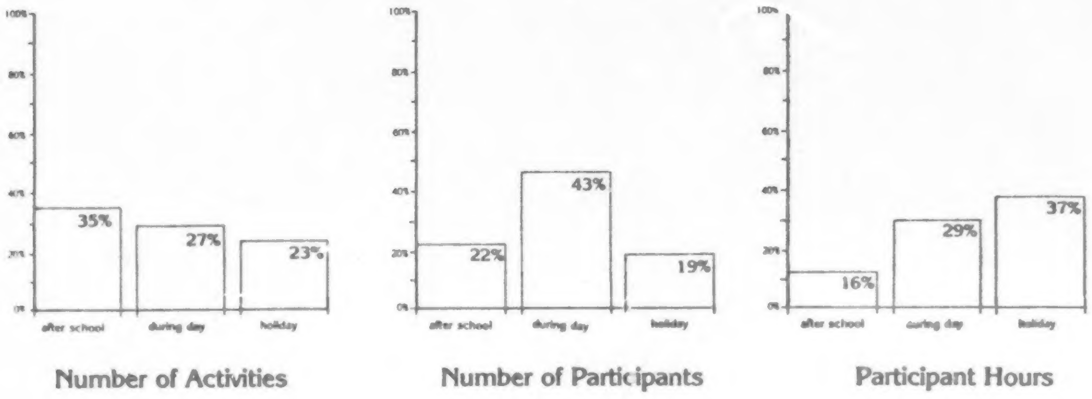

Figure 5. Time activities held: three types of data.

Any data analysis which relied only on frequency data for activities and participants would be incomplete and could result in misinterpretation. For example, one might conclude, given that more teachers attend activities during the working day, that teacher center programming could be best expanded by offering more of these school day activities. But this is only part of the picture. The participant hour data suggest that programming might be best expanded by offering a greater number of intensive activities during periods when teachers are totally free from instructional responsibilities, as they are when they are on vacation. A stronger interpretation would be that there is a need for balance in teacher center programming. The short term activities held during the working day are valuable in terms of reaching the greatest number of teachers. But the activities held during vacations are valuable in terms of providing in-depth experiences.

Data analysis also involved examination of central tendencies. Of the over 300 distributions studied, none approximated a normal curve. Without exception the distributions were positively skewed. Since the means were consistently inflated by extreme cases, medians will be reported as the most appropriate measure of central tendency. In all cases the medians are more conservative than the means. For example, the median number of participants for activities held during the school day is 18--definitely less, but probably more typical, than the 42 participants indicated by the mean (SD = 106.1). A few activities with large attendance had a dramatic and distorting effect on the means, e.g., a Superintendents' Day for all teachers in a district (see Figure 6).

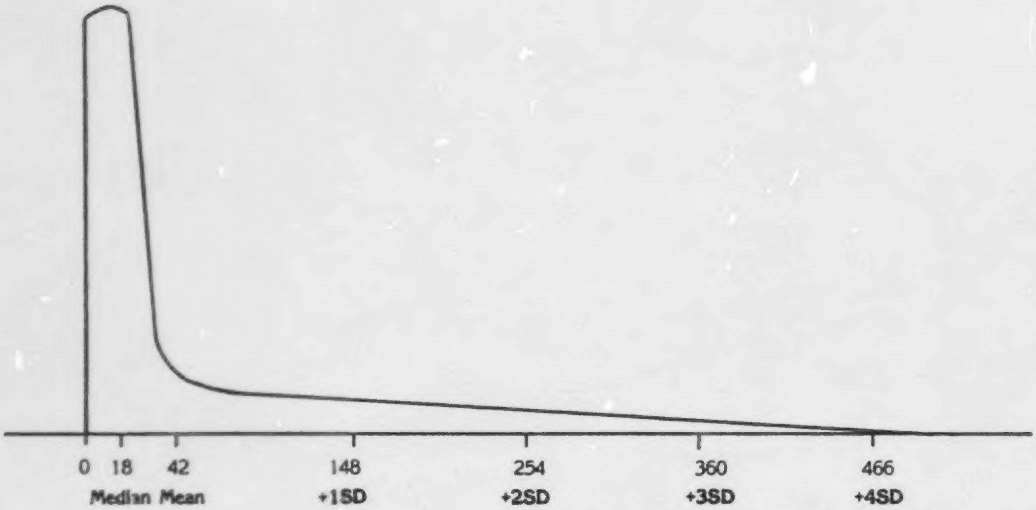

Figure 6. Mean and median number of participants for activities held during the school day.

A more accurate description of the typical teacher center activity held during the working day is provided by the median--50 percent of the activities which were held during the school day had 18 participants or less, whereas 50 percent of the activities had more than 18.

Clients Served Through Teacher Center Activities

The 37 projects which participated in this eight-month study completed 1658 activities, served over 43,000 teachers and generated close to 280,000 participant hours. (This is the equivalent of the level of activity that would be expected from 41 projects over a six-month period or from 21 projects over 12 months.) A typical project completed five activities, served 98 clients and generated 567 participant hours per month (Table G1).

Without a doubt, the primary clients of teacher center programming are classroom teachers. Of the 43,185 people who participated in teacher center group activities, 80 percent were classroom teachers (Figure 7).

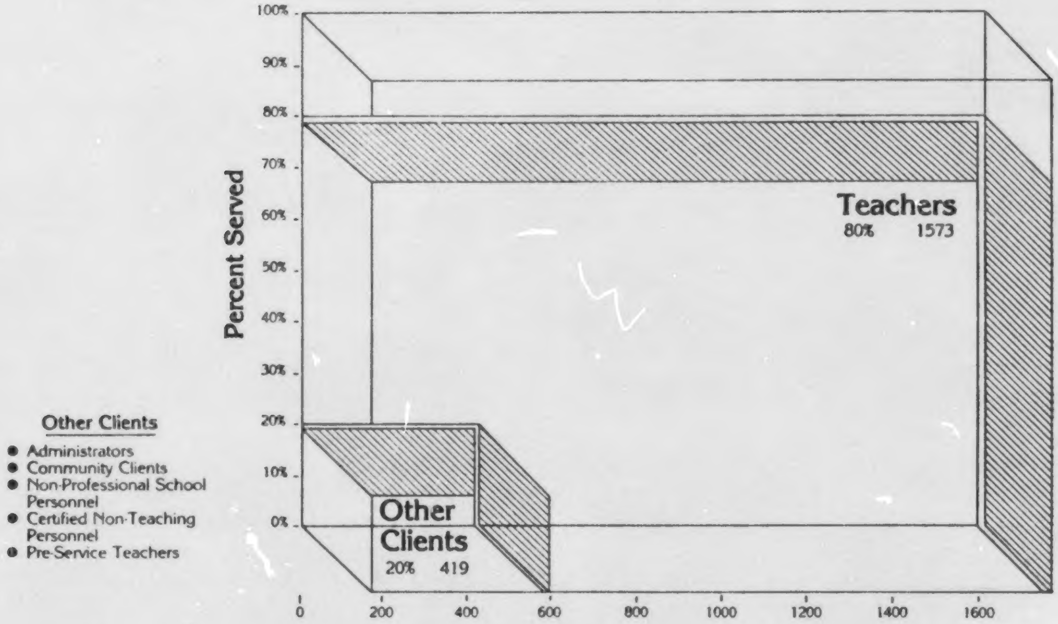

Figure 7. Types of clients served through teacher center group activities.

Teachers were involved in 95 percent of all activities (Table G2). However, the focus on classroom teachers was not to the exclusion of other teacher center clients. Other clients were involved in about one-quarter of the teacher center activities. Of the total number of teacher center activities, 5 percent were focused exclusively on clients other than classroom teachers (Table G3). Clients other than classroom teachers most likely to be served by teacher centers are school administrators and people from the community. Both the community and administrators were represented in 11 percent of the total number of teacher center activities. Far less likely to be included were non-professional school personnel (4%), e.g., paraprofessionals, and certified non-instructional personnel (2%), e.g., librarians. Of particular note is the absence of programming for preservice teachers. Preservice teachers participated in less than two percent of the teacher center activities (Table G4). The target of teacher center programming is clearly the classroom teacher.

Content Focus of Activities

Each activity description was examined to determine the substantive focus: "What was the activity about?" Two major categories of content focus emerged from the analysis of activity descriptions. Almost three-quarters of the total number of participant hours were contributed by activities designed to help teachers develop expertise related to instructional responsibilities in teaching assignments. These activities were classified as having a content focus on the instruction of children. About one-quarter of the participant hours were produced by activities having a focus on the more general development of teachers. These activities were designed to help teachers develop in ways that transcend their day-to-day instructional responsibilities (Table G5).

Content focus on the instruction of children

In the content analysis of this category, four dimensions were identified--school curriculum, children with special needs, pedagogy and specific client groups. Each activity focused on the instruction of children was coded on each relevant dimension. Of the 1196 activities focused directly on the instruction of children, about two-thirds were targeted on more than one dimension (Table G11). An example of an activity coded on two dimensions would be "The Direct Instruction Approach to Teaching Spelling" (pedagogy and school curricula).

As depicted in Figure 8, strengthening the pedagogical skills of teachers clearly stands out as a priority in teacher center programming (Table G6). Almost 60 percent of the total number of participant hours were contributed by activities designed to develop teacher skill in providing instruction (Example: "Questioning Skills"). Pedagogy was followed in emphasis by activities focusing on school curriculum, i.e., on the subject matter to be taught to children (Example: "Energy Conservation"). Over one-third of all participant hours were generated by this kind of activity. The belief that teacher centers are particularly valued because they tailor their activities to client needs is supported by the fact that over 20 percent of all participant hours were produced by activities targeted at the needs of specifically defined teacher client groups (Example: "English Teachers' Seminar"). A number of activities, 14 percent, were directed at helping teachers better understand and serve children who have been identified as needing special attention (Example: "Mainstreaming"). Each of these--

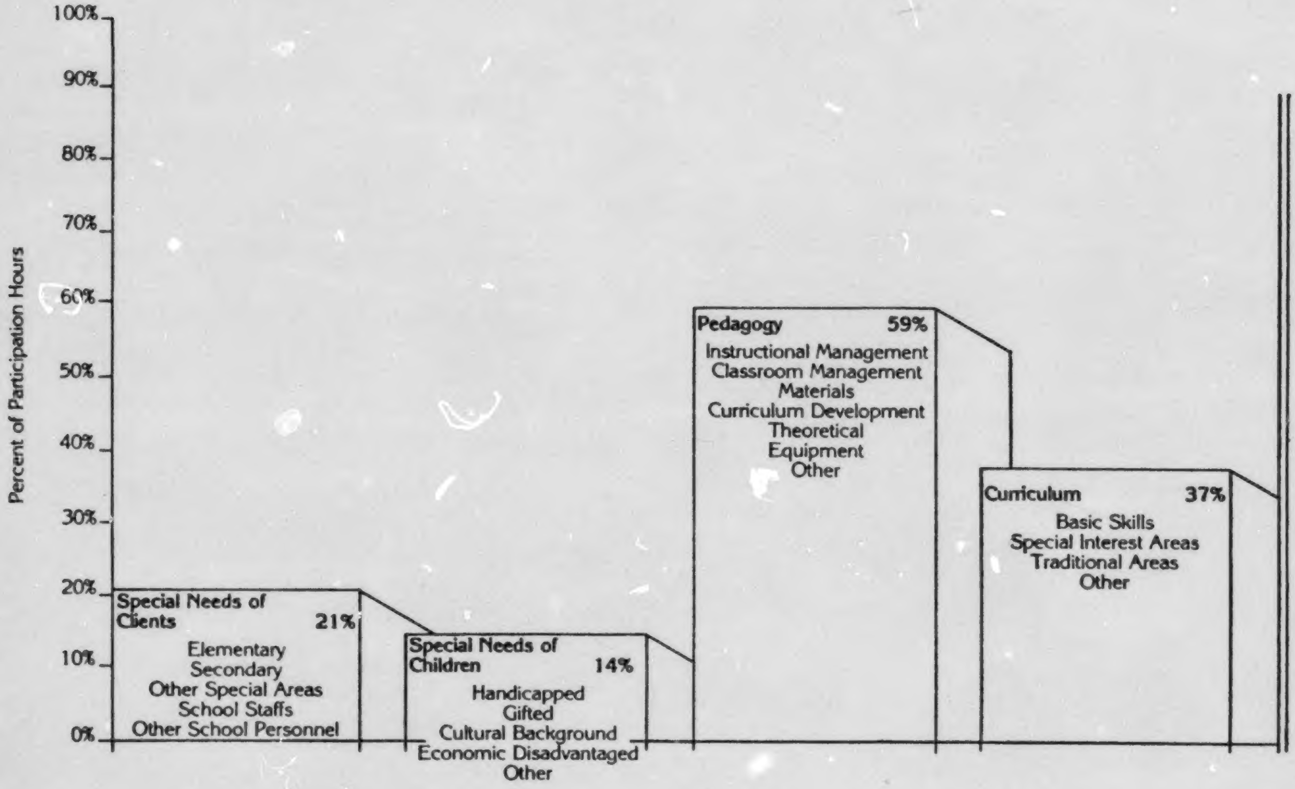

Figure 8. Percent of participant hours generated by activities addressing four dimensions of the "Instruction of Children."

pedagogy, school curriculum, specific client groups, and children with special needs--will be examined in detail.

Pedagogy. Six types of activities focusing on pedagogy were identified--instructional management, classroom management, materials presentation/development, understanding instruction or children, and equipment/media. Activities concerned with instructional management clearly predominate. About one-fifth of all teacher center activities focused on developing teachers' skills, strategies and other how-to's of instruction (Example: "Approaches to Individualizing Instruction"). Activities of this type contributed over 20 percent of the participant hours. This is more than was contributed by any other type of activity (Table G7).

With respect to number of participant hours, there was little difference among four of the six pedagogical types. It can be said that about equal emphasis is being given to classroom management, materials presentation/development, understanding children/instruction and curriculum development. About 10 percent of the participant hours were related to classroom management, to activities designed to help teachers better understand and deal with social, personal, and emotional issues in the classroom (Example: "Improving Classroom Climate"). Another 8 percent of the hours were generated by activities designed to help teachers select, develop or organize instructional materials for use in the classroom. These were primarily hands-on opportunities for teachers to develop instructional materials for classroom use

(Example: "Learning Centers Make and Take Workshop"). Seven percent focused on curriculum development. These were activities to help teachers develop new curricula or, more typically, to extend, enrich or modify existing curricula (Example: "Developing Curricula for Gifted Children"). Also important to teacher center programming are activities designed to strengthen the foundations for providing instruction. These activities, classified as "understanding children and instruction," contributed six percent of the participant hours (Example: "Mastery Learning--A Theory of Teaching"). Although most of the activities of this type were theoretical, many addressed diagnostic or evaluation skills (Example: "Analyzing Test Results").

In teacher center programming much less attention is given to helping teachers use equipment or media in the classroom. Less than two percent of the participant hours were contributed by these activities (Example: "Trouble Shooting Audiovisual Equipment").

The most frequently offered activities addressed instructional management (19.2%). A close second in terms of frequency were materials presentation/development activities (16%). But the materials activities generated proportionately less of the participant hours, only about eight percent. Analysis of the medians reveals that although both of these types of activities typically have about the same number of participants, participants are engaged for fewer hours in the typical materials activity.

On the other hand, the classroom management activities (6.8% of total number) generate proportionately more of the participant hours, about ten percent of the total. In looking at the medians, classroom management activities stand out as having the largest group size and the greatest number of participant hours per activity. A probable explanation is that these activities, e.g., "Behavior Modification," have a more general applicability than other types of pedagogical activities. The disproportionately large standard deviation for the number of participants ($\overline{X}$ = 27.3; SD = 42.6) also points to the distinct likelihood that the groups attending classroom management activities numbered well over 100 in a few cases.

School Curriculum. About 36 percent of all the activities were directed at improving teacher expertise in teaching in the curricula areas (Table G6). One-half of these activities focused on basic skills, i.e., reading, basic computation and written communication (Table G8). Basic skills contributed about 17 percent of the total participant hours (Example: "Reading Comprehension"). Activities focusing on other traditional areas of the school curriculum contributed about nine percent of the hours. An activity such as "Science Experiments" would be considered an example of this type as would activities addressing all other school subjects commonly associated with and accepted as being within the purview of the school's traditional program. Contributing slightly less than ten percent of the hours were the special interest areas. These are subjects of current or regional interest which may or may not eventually become adopted as standard curricular areas (Example: "Environmental Education"). Also coded as being of special interest were topics specified as being extensions of the traditional curricula (Example: "Geology of the Coulee River Basin").

The typical school curriculum activity had about 14 participants. There is a tendency for more participant hours to be associated with activities focusing in the special interest areas than in either basic skills or other traditional curricula areas. An insight into this is provided by looking at the standard deviation ($\overline{X}$ = 40.3; SD = 132.4) for the number of participants in special interest area activities. This very large standard deviation suggests that activities exploring subjects of current or local interest are likely to be offered for very large groups, often numbering over 100 participants.

Specific client groups. About 29 percent of the total number of activities focused on the needs of specific client groups (Table G6). An activity was coded as having a specific client group focus if either the advertisement was directed at a specific role group or if all the participants in an activity represented the same group. Activities were most likely (14.1%) to be targeted at elementary teachers. But about eight percent were targeted at secondary teachers (Table G9).

It is interesting to note that activities focusing on the needs of specific sub-groups of elementary and secondary teachers, e.g., primary teachers and tenth grade English teachers, generated more hours, over four percent, than the other three groups targeted by teacher center activities. The other groups--teachers from specialty areas, staff of a specific school, and other education personnel--collectively contributed only three percent of the participant hours. If an activity is to be directed at the needs of a specifically defined client group, it is most likely to be directed at the needs of classroom teachers, particularly elementary teachers.

Interestingly, although there were fewer activities directed at secondary teachers than at elementary teachers, these typically generated proportionately more participant hours. There is a tendency for the typical secondary activity to have a slightly smaller group size but to meet for a longer period of time.

Another interesting finding is that more narrowly targeted activities tend to generate fewer participant hours. Activities for elementary teachers had a median of 71 participant hours, but activities for specific groups of elementary teachers had only 32.5 hours. The same phenomenon is repeated for secondary teachers.

Children with special needs. Few activities (11%) were directed at helping teachers better understand and serve children identified as needing special attention (Table G6). Those that do (4.3%) are most likely to focus on the needs of handicapped children (Table G10). These are activities directed at helping children who have been identified as having physical, mental, motivational or emotional disadvantages (Example: "Mainstreaming").

About three percent of the participant hours were related to helping teachers understand or work with gifted children, those who have been identified as having exemplary skills and talents (Example: "Teaching Math Problem Solving to Gifted Children"). Contributing about the same percent of participant hours (2.6%) were activities directed at helping teachers understand and work with children of particular ethnic, cultural or racial backgrounds (Example: "Literacy Training for Bilingual Students").

Receiving less attention in teacher center programming were the needs of children from poor families. Only 1.0 percent of the participant hours were concerned with dealing with the needs of economically disadvantaged children (Example: "Language Arts Materials for Title I Programs").

It should be noted that activities focused on the economically disadvantaged children, although not frequently offered, tend to involve more participants than do activities focusing on children with other special needs. On the other hand, activities aimed at the instruction of handicapped children tend to have smaller groups but to meet for longer periods of time (Table G10).

Content type of activities focused on the instruction of children. Only about one-third of the activities focused on the instruction of children were coded on but one of the dimensions presented above (Example: "Basic Computational Skills"--school curriculum). Activities such as these generated 42 percent of the participant hours related to instruction of children (Table G11).

Almost two-thirds of the activities focused on the instruction of children had more than one content target, i.e., they were coded on more than one dimension. Activities with two content targets generated 38 percent of the participant hours (Example: "Computational Skills for

Children with Learning Disabilities"--school curriculum and special needs of children). Activities coded on three dimensions generated over 18 percent of the participant hours (Example: "Strategies of Teaching Reading for Secondary Teachers"--pedagogy, curriculum, and specific client group). The few examples of activities targeted on all four dimensions contributed only one percent of all the participant hours (Example: "Math Learning Centers for Bilingual Students at Smith School"--curriculum, pedagogy, children with special needs and specific client group).

There is little disparity in the median number of participants involved in the different content types. But the disproportionately large standard deviation ($\overline{X}$ = 29.2; SD = 80.95) for the number of participants for one-dimensional activities suggests that, of the four types, this type is most likely to involve large groups. This may be connected to a slight tendency for participant hours to increase as an activity becomes more specifically defined. A tentative explanation might be that the more broadly conceived activities are more likely to be conducted at the awareness level for larger groups than those that are more specifically defined.

The 21 specific content focus areas were examined with respect to content type (Table G12). The activities most likely to have only one dimension of content focus all fall in the pedagogy category. Seventy-six percent of the classroom management activities addressed no other dimension of the instruction of children. Seventy percent of those concerned with equipment/media, and 44 percent of those related to understanding instruction/children were also undimensional. With those three exceptions pedagogical activities were more likely to address more than one dimension of the instruction of children. Forty-four percent of these activities were targeted on two dimensions.

Several content areas stand out as being most likely to be related to more than two dimensions. About 42 percent of all activities addressing basic skills also addressed two other dimensions (Example: "Materials for Teaching Metrics in the Elementary School"--pedagogy, school curriculum, specific clients). Over 40 percent of those activities addressing curriculum development were also related to two other dimensions (Example: "Extending the Math Curriculum for Gifted Children at the Elementary Level"--curriculum development, special needs of children, specific clients). Activities targeted at elementary teachers are likely (55.8%) to be targeted on three dimensions and over eight percent were targeted on four dimensions.

Although only two percent of the activities were targeted on four dimensions, analysis reveals an interesting finding. About half of all the activities addressing the needs of economically disadvantaged children were targeted on all four dimensions. About 11 percent of the activities directed at both gifted children and those coming from particular cultural backgrounds were also targeted on all four dimensions.

Content focus on the development of teachers

About one-quarter of the total number of participant hours were not directly related to improving the instruction of children (Table G5). Rather, these activities focused on developing teachers as professionals in ways that transcend their day-to-day responsibilities in classrooms

(14%) or on addressing teachers' personal interests (10%). Although it is assumed that all of these activities will eventually translate into improved instruction for children, the relationship is nowhere near as direct as those which have already been discussed above (Figure 9).

Development of teachers as professionals. About 14 percent of all the participant hours were related to the general development of teachers as professionals (Table G13). The greatest number, 7.2 percent, were concerned with making teachers aware of professional opportunities (Table G14). By far the most frequent activity of this nature was an orientation program to the teacher center itself. Although activities of this type were quite common and attracted large groups of participants, they contributed only about two percent of the participant hours. These activities were obviously of short duration.

The greatest number of participant hours in this category, 6.3 percent, were concentrated on helping teachers develop their non-teaching professional skills. This type of activity provides training which is helpful to teachers in terms of fulfilling themselves professionally but not with respect to classroom teaching. Examples of this would be training teachers how to be workshop leaders in teacher center activities and training teachers to write grants. Activities of this type typically are quite intensive, generating a high number of participant hours.

About one-quarter of the participant hours in this category

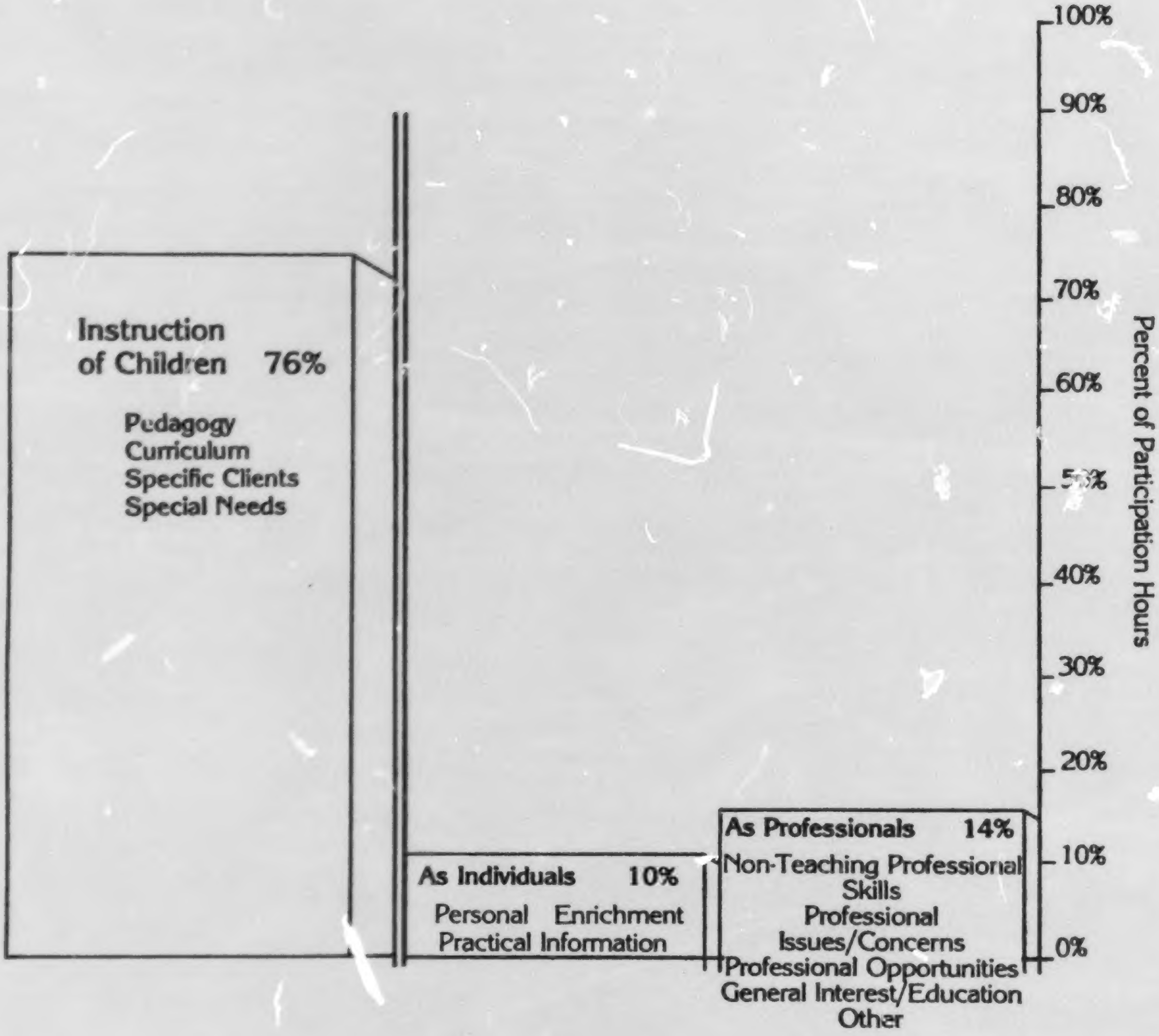

Figure 9. Percent of participant hours generated by activities focused on general "Development of Teachers" in contract to participant hours generated by activities focused directly on the "Instruction of Children."

dealt with professional issues and concerns that teachers face. An example of these activities would be a seminar on teacher rights. Less than one percent of the participant hours were generated by activities concerned with general educational topics. These are so broadly defined that the linkage to classroom instruction is almost abstract. An example would be "Inequality in Education." Teacher centers simply are not focusing heavily on this type of programming.

Development of teachers as individuals. Less than ten percent of the total number of participant hours were related to the development of teachers as individuals (Table G13). Within this sub-category the most participant hours, 6.9 percent, were contributed by activities targeted at meeting the personal needs teachers might have (Example: "Teacher Stress"). These were often large group activities (Table G15).

Notable, because of the lack of attention given them by teacher centers, are activities which would be considered personal enrichment for teachers. Less than two percent were of this type (Example: "Bread Baking"). Also getting little attention from teacher centers are activities which are designed to give teachers practical information. About one percent of the activities were concerned with such things as income tax preparation for teachers.

Summary of content focus

Teacher centers are demonstrating a high priority on addressing the needs of teachers as these relate to instructing children. About three-quarters of the programming addressed these types of needs. The focus was most often on improving pedagogical skills. Activities concerned with instructional management contributed the greatest number, over 20 percent, of participant hours. It should be highlighted that instructional management activities are usually targeted at a specific curriculum area, special needs of children or needs of specific groups of teachers. Less than 15 percent were general offerings such as "Models of Teaching." Much more common were activities such as "Using the Distar Reading Curriculum."

Instructional management appears to be the number one priority in teacher center programming. But a close second is the area of basic skills. About 17 percent of the total number of participant hours were related to this type of activity. Basic skill activities are definitely most likely (96%) to be offered with respect to instructional management, special needs of children or specific client groups. Activities such as "Reading Comprehension" are extremely rare. But activities such as "Improving the Reading Comprehension of Visually Impaired Students at the Secondary Level" are common.

Materials presentation/development activities are common (16%), following right behind instructional management (19.2%) and basic skills (17.9%). But these activities generate relatively fewer participant hours. These activities are typically for small groups and meet for few hours.

On the other hand, although classroom management activities were not at the top of the list in terms of frequency of offering, they generate relatively more participant hours--they are likely to be large group and meet for greater periods of time. Classroom management activities are, of all the types, most likely to have a broad general focus. Three-quarters of these activities were not specifically related to a special curriculum area, special needs of children or specific client groups.

Activities addressing classroom management, the special interest curricula areas and the special needs of economically disadvantaged children tended to involve larger groups of participants than did other activities. An explanation may be that these topics, when they are offered, have a broad appeal and/or are site-specific priority concerns. Interestingly, although there were fewer activities targeted at secondary teachers, these tended to meet for longer periods of time than those aimed at elementary teachers.

Only about one-quarter of the teacher center activities were not directly related to the instruction of children. Of those that were not, professional awareness activities were most common. These typically involved but a few hours and served large groups. Activities addressing personal needs were also common. They also tended to be large group activities and of short duration. Notable, because of their absence, were enrichment activities. Less than two percent of the activities were of this type.

Rationale for Activities

The promise of the Teacher Centers Program is to provide inservice programs for teachers based on the needs of teachers as they themselves perceive them. Is this promise being translated into programs? Are there mechanisms for delivering on this promise? Two specific questions were asked to explore the genesis of activities. Who actually made the decision to offer each activity? Secondly, Why was the decision made?

The content analysis of the activity descriptions revealed eight different sources of decision making with respect to teacher center programming (Table G16). The teacher center director stands out as being most often responsible for making program decisions, doing so for almost 40 percent of the activities. Teacher center staff, other than the director, made the decisions for another 28 percent of the activities. Therefore, the decision to offer almost 70 percent of the activities was made by either the teacher center director or other staff members. In short, the teacher center professional staff is clearly important in terms of making final decisions.

This is not to say that the policy board is not involved in program decisions. Although the policy board made the final decision for only 13 percent of the activities, these generated over one-quarter of all the participant hours. Additionally, another 10 percent of the hours related to activities were cooperatively decided with the policy board. Thus, the policy board was involved in activities with 37 percent of the hours. In contrast, although the teacher center staff made more (70%) of the decisions, these activities generated only about 50 percent of the participant hours (Table G16).

About five percent of the participant hours were associated with activities that committees independently decided to offer. Another five percent were related to activities the teacher center (i.e., staff, policy board, or committee) decided to offer in conjunction with district administrators. That school district administration made the decision to offer 16 activities across projects is interesting in that this occurred at all. However, these contributed less than one percent to the total hours.

A better understanding of decision-making sources comes with looking at the medians for participant hours. Here the patterns of influence comes through more clearly. The typical activity on which the policy board made the final decision produced over twice as many participant hours as those generated by any other decision maker. A rank-ordering of the participant hour medians shows that the policy board working cooperatively with the teacher center director/staff/committee contributed the second highest number of participant hours. On the other hand, the teacher center director and other teacher center staff made decisions for activities which generated the lowest number of participant hours. In short, the professional staff makes most program decisions. But the policy board is likely to be involved if large groups of people and/or long periods of time are involved (Table G16).

Why were activities offered? Here client request clearly stands out as being most important (Figure 10). Over 35 percent of the participant hours were generated by activities teachers asked for (Table

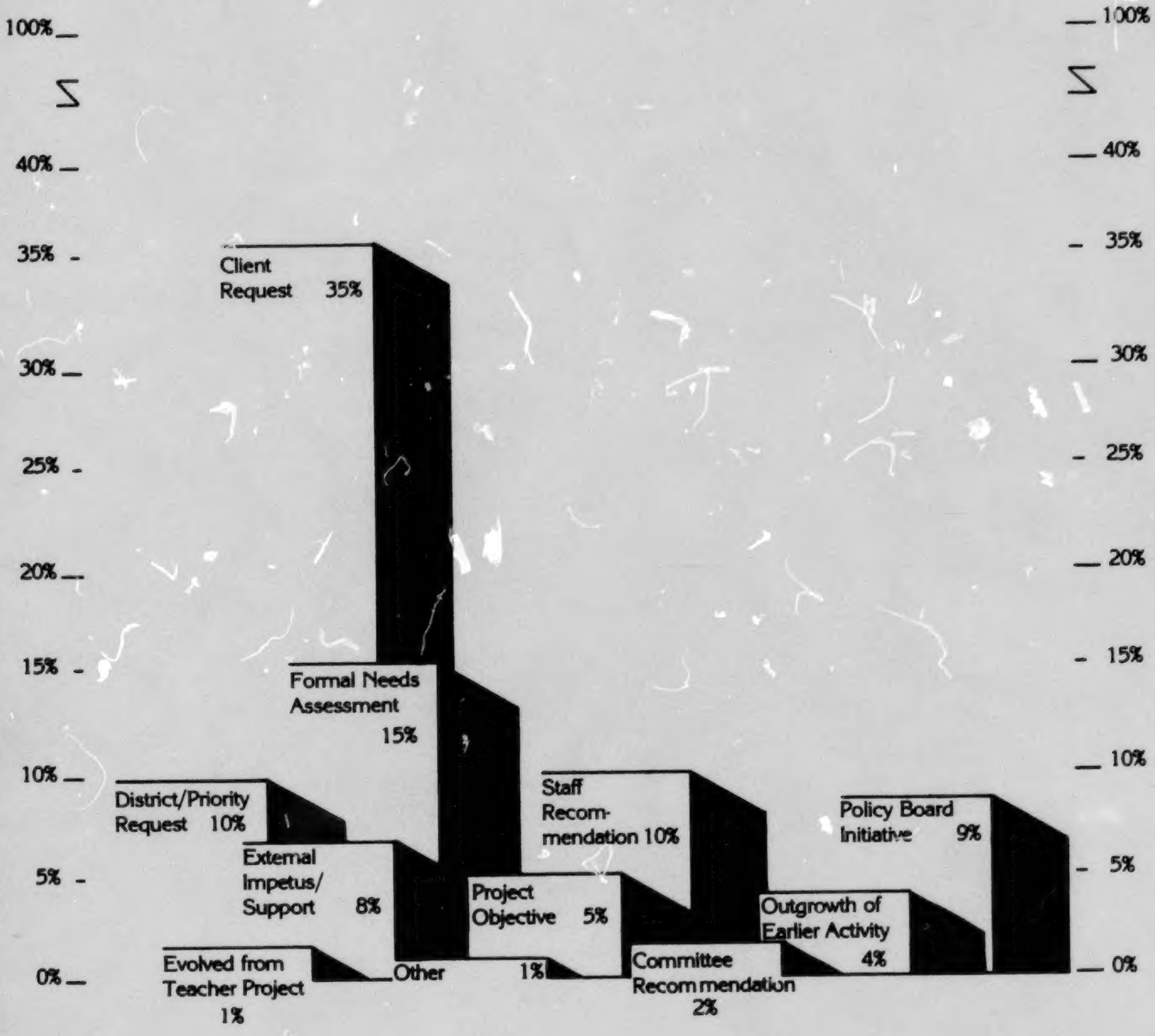

Figure 10. Reasons for offering teacher center group activities.

G17). The most common pattern probably is a teacher, or a small group of teachers, going to the teacher center staff and asking that a particular type of activity be offered. The second greatest amount (15%) of participant hours were generated by activities identified through the formal needs assessment. It can be inferred that teacher center staff also made many of the final decisions for activities identified in this manner. Also staff, typically on the basis of very informal needs assessment, make recommendations that certain activities be offered. This happened with regard to over 10 percent of the participant hours. Thus, in relating the data on who made the decision to why it was made, it can be concluded that the teacher center staff is very important in translating the perceived needs of teachers into programs. Staff members rely heavily on unsolicited teacher requests and also on the formal needs assessment. Even in cases where the staff makes a recommendation, it can be assumed with some certainty, that the recommendations are based on informal needs assessments. Staff people have described this process as "walking the halls" and "staying in touch."

About ten percent of the participant hours were related to activities school districts requested. This often occurred where the district had recognized that the teacher center is an appropriate and effective vehicle for aspiring toward district priorities. For example, a district might request a teacher center to organize the inservice days. The medians indicate that when the center offered an activity in response to a district request the number of both participants and participant hours was quite high (Table G17).

Almost nine percent of the participant hours resulted from policy board initiatives. For example, the policy board decided to move in a direction not specified in the proposal. The medians show that these activities are typically small group but generate a large number of participant hours meaning these are typically long-term activities.

That teacher centers are reaching out to work with other organizations in the education community is borne out by the fact that about eight percent of the hours were related to activities the teacher center offered cooperatively with a unit other than the district. An example of this would be the teacher center and Teacher Corps coming together to offer a single activity. These collaborative activities were often very large group events. The mean number of participants, 67, (S.D. = 182.6) points to this.

Four percent of the participant hours were from activities that were offered based on the success of prior similar activities. A verbatim example is "The workshop on newspapers was so successful in the Fall that the director decided to offer it again in the Spring." Less than two percent of the participant hours were from activities that were either recommended by a committee or had come about because a teacher had engaged in some kind of independent study that was then shared in a group activity.

Summary

The teacher center director and other staff make most of the decisions to offer activities. Although the policy board makes fewer program decisions, these are likely to result in activities that generate more participant hours. A logical division of labor seems to have occurred in a number of projects with the policy board assuming the staff will make decisions regarding typical activities but becoming more involved in decisions regarding longer term activities. It is probable that the longer term activities are most costly and therefore require more direct policy board involvement.

Most teacher center activities are offered because teachers ask for them. Interestingly, teacher requests that result in activities are most often informal. The teacher center staff plays a very important role in translating teacher requests into programs. Although the formal needs assessments and project objectives define the parameters within which specific requests are considered, these seem not to determine specific activities. For example, the formal needs assessment might have revealed that teachers desire information on using computers in instruction. However, the actual decision to offer a workshop on computer assisted instruction in math in October at a certain school would likely be in response to a specific teacher request.

Activity Processes

Each activity has a rationale and topic that can usually be communicated. But, what do people do when they are brought together to focus on a topic? These processes are typically more difficult to communicate, to describe. Having learned in the field test that terms such as "seminar" and "workshop" have a wide range of meaning, these general labels were not used in documenting activity processes. Rather, a number of specific questions were asked to develop some sense of what the activities involved from the perspective of the participants, i.e., What did it mean for a participant to be involved in a specific activity?

Duration of Activities

Over 4000 meetings were held in conjunction with the 1658 activities (Table G18). The median number of meetings per activity was only one. But the mean of 2.4 (SD = 0.57) suggests a bi-modal distribution; that is, a number of activities met more than two or three times. The typical meeting ran about two-and-one-half hours (Table G19).

For each activity the span of time between the first and last meetings of the group was determined. Activities which met only one time predominate. The median of one meeting per activity is highlighted by the fact that better than two-thirds of all teacher center activities were begun and completed in the span of one day (Table G20). It is important to note that of all teacher center participants, almost 80 percent are involved in the one-time, one-day activities. But although the one-day activities predominate with respect to both frequency of offering and number of participants, these activities contribute disproportionately little to the total number of participant hours. Only 37 percent of the total number of hours were generated by the one-day activities. The one-day activities are clearly an important vehicle for reaching the greatest number of teacher center clients. But these one-day activities should be appraised in the context of information that teacher centers are offering other types of development experiences as well.

The greatest bulk of participant hours were related to activities that met from two days to one week and from two to four weeks. These activities generated 24 percent and 21 percent of the hours respectively and in combination nearly half of the participant hours. Although only about 17 percent of the participants were involved in these activities, these participants were obviously involved for greater periods of time. It might be inferred that these experiences were quite intensive since the number of contact hours were concentrated into relatively short periods of time.

One-fifth of all activities met for a period of time extending beyond one month. Only about 5 percent of all participants were involved in these more lengthy activities. Looking at the means for the number of participants, there is a tendency for the variation in group size to decrease as the time span expands. The shorter term activities are definitely more likely than the longer term activities to be large group.

Duration types. There are certain conditions imposed on any activity by the number of hours and times the participants meet. Obviously, a one-time, two-hour experience is quite different from an experience engaged in ten times for two hours each. Activities spanning different periods of time require different levels of involvement and commitment from participants. From the perspective of a potential participant it is quite a different type of decision which leads to attending a two-hour meeting than that which leads to enrollment in a course that is going to meet 15 times over a period of four months.

It was not possible to delineate every possible combination of three factors--number of hours, number of meetings, and span of time from beginning to completion. But those most common in teacher center programming were identified as duration types (Figure 11). Over 90 percent of all activities were identified as being one of nine types (Table G21). By examining the frequency of teacher center activities and the amount of participation with respect to these duration types, it is possible to derive a more thorough understanding of the variations in teacher center programming.

Almost 80 percent of all teacher center participants were involved in the one-day activities. There was greater participation in one-day activities which met for less than three hours (57.4%) than in those that met for a longer period of time, typically all day (21.2%). But it can be inferred that those who participated in the longer (D_2) activities had more intensive experiences than those that participated in the shorter (D_1) one-day activities.

Of the other seven types of activities, D_3 activities involved the greatest number of participants. This duration type includes all activities that met two, three, or four times in a period of less than

	Number of Meetings	Number of Hours per Meeting	Span of Time
D_1	1	1/2 - 3	1 day
D_2	1	3 1/2 - 9 1/2	1 day
D_3	2 - 4	1/2 - 9 1/2	2 - 6 days
D_4	2 - 4	1/2 - 9 1/2	1 - 4 weeks
D_5	2 - 4	1/2 - 9 1/2	5 -16 weeks
D_6	5 - 8	1/2 - 9 1/2	5 - 8 weeks
D_7	5 - 8	1/2 - 9 1/2	9 -40 weeks
D_8	9 -12	1/2 - 9 1/2	4 - 8 weeks
D_9	9 -15	1/2 - 9 1/2	9 -20 weeks

Figure 11. Activities: nine duration types.

one week. A common example was the weekend retreat, typically starting on a Friday evening after school and continuing through the weekend with conclusion on Sunday afternoon. About 8 percent of all participants were involved in this type of programming. Given the short span of time, the D_3 activities should be regarded as quite intensive experiences for participants. They generated almost as many participant hours as the D_1 and D_2 activities.

About 5 percent of the activities were classified as D_4. These are activities that have as many as four meetings but these were spread over a period of time ranging up to four weeks. The most common example of this type was the short-term course which met once per week for one month. These involved about three percent of the participants and produced about four percent of the hours.

The D_5 activities are like the D_4 activities with respect to number of meetings but they are spread over a greater period of time ranging from five to sixteen weeks. These are less concentrated experiences. An example was a study group that met once per month during the Fall semester. About one percent of the activities, participants and hours fell into this category.

The D_6 and D_7 activities are alike in that they both meet more than four but fewer than nine times. The difference in these two types is in span of time. The meetings in D_6 activities are concentrated in a period of time ranging from five to eight weeks whereas in the D_7 activities the meetings are spread out over a longer period of time ranging from 9 to 40 weeks. An example of a D_6 activity was a lecture series held once per week for eight weeks. An example of a D_7 activity was a curriculum development group which met once per month throughout the school year. Neither of these types of activities were frequently offered nor did they reach many of the teacher center participants.

Also not common were D_8 activities. These meet nine to twelve times over a period of time ranging from four to eight weeks. An example of this was a course which met three times per week during the month of July.

D_9 activities also have many meetings, from nine to fifteen weeks, but these are spread out over a greater period of time, from 9 to 20 weeks. An example was a support group which met every other week during the Spring semester. These made up about three percent of the total number of activities and involved about two percent of the participants. But they generated about nine percent of the hours.

The D_{10} activities were the "other" combinations of number of meetings, hours and spans. D_{10} included only about nine percent of the activities but there was an unexpectedly large loading on this type for participant hours (27.3%). Examination of the D_{10} activity descriptions revealed that most of these were summer activities that were not captured by the nine specifically defined types. Unfortunately, the computer program was based on a content analysis of the data which occurred before summer activities had commenced. A number of these activities identified by computer as D_{10} had nine to twelve meetings over a period of less than three weeks. A large proportion of the participant hours generated by the "other" activities reflects the intensive summer programming that occurred in some projects. Also, there were a number of activities which had five to eight meetings in a period spanning five days to four weeks. Most of these were short courses which met five times in a one month period. These were not picked up by D_6 which had been intended to identify the short-term courses.

Size of Groups

More than half the teacher center activities addressed 15 or fewer participants with a number (13.4%) of these addressing less than six. A typical teacher center activity is definitely not a large group event (Table G22).

Close to one-quarter of all activities served medium size groups, from 16 to 25 participants. A smaller number, 17 percent, were larger group events, with participation ranging from 26 to 50. Only about six percent of the activities could be classified as very large groups, that is, with more than 51 participants.

Instruction/Facilitation

Classroom teachers play an important role in facilitating teacher center programming for their colleagues. In almost one-quarter of all the activities, the primary facilitator was a practicing classroom teacher. The predominance of classroom teachers in teacher center programming is heightened when it is considered that teacher center staff people provided the instruction in almost 30 percent of all activities.

It is known, from the background information provided by the 37 projects, that most teacher center staff people, with the exception of the director, were classroom teachers immediately prior to assuming staff positions with teacher centers. So, in effect, more than one-half of the activities were conducted by people whose primary role group affiliation would be considered that of classroom teacher (Table G23).

A distant second in terms of providing instruction were professors (11.4%). Looking at the participant hours medians, it is clear that professors are likely to be associated with the more intensive activities, e.g., credit bearing courses. Classroom teachers are more likely to facilitate shorter-term activities.

Independent consultants, defined as experts who have no institutional role affiliation, were also likely to be associated with activities generating more participant hours. About eight percent of the activities were facilitated by consultants. In comparison with professors, the participant groups were larger. The large standard deviation for the number of participants ($\overline{X}$ = 44.9; SD = 131.8) indicates that in a number of instances the groups were very large. So, whereas the participant hours associated with activities conducted by professors were likely to be generated by long-term courses for medium size groups, the participant hours, associated with consultant-led activities, were likely to be generated by short-term activities for very large size groups (Table G23). This is probably related to the fact that many independent consultants are expensive out-of-town speakers.

Teacher center directors facilitated less than eight percent of all activities. It is known from interviews with directors that this is much less than they had anticipated when they initially assumed the role of director. Although most directors had anticipated their primary function would be running activities for teachers, their roles have evolved to have other primary responsibilities, particularly administrative.

School administrators, for example, building principals and central office staff, facilitated only about six percent of the activities. Other local resource people, for example a scientist from the community, instructed in about eight percent of the activities. Less frequently involved in facilitation were professional teaching staff other than classroom teachers e.g., reading specialist. They instructed in less than three percent of the activities (Table G23).

Almost one-third of all activities involved more than one instructor or facilitator. In most cases, the facilitators were from the same role group. But in ten percent of the activities the facilitators were from different role groups. It is interesting to note that when the facilitators were from different role groups, the number of participants and hours were typically much greater than when the facilitators were from the same role group. A probable explanation would be that when different role groups are involved in facilitation, the activity is likely to require more contact hours to allow input from each of the facilitators (Table G24).

Instructional Processes

The typical activity involved at least two different types of experiences for the participants. Verbal presentation by the instructor was by far the most common means of facilitation (Table G25). Presentations were made in 70 percent of the activities. Participants had an opportunity to engage in a discussion in over half of the activities. In a great number of cases presentation and discussion were in conjunction with the same activity.

In almost half of the activities there was an experiential component to the activity. This was often related to materials development, but also included such opportunities as videotaping, peer observation, field trips, or independent projects. Demonstrations were offered by the instructors in 38 percent of the activities. The greatest number of these had to do with materials development and they were often conducted in conjunction with an experiential opportunity for participants to develop their own materials. There were also a number of instances where the facilitator demonstrated specific teaching skills and strategies.

Media was used in only six percent of the activities; but it should be noted that when media were involved, the activity was likely to generate a greater than average number of hours. An explanation would be that if, for example, one is showing a film, more time is required to have a total instructional experience.

Less than one percent of the activities involved concurrent sessions. In these, the participants had multiple options and/or experiences. Often these were conference-like, with teachers participating in several different types of experiences. As would be expected, the activities with concurrent sessions, which typically involved all the processes delineated specifically above, attracted large groups of participants and generated an inordinately large number of participant hours.

Evaluation

In most projects a standard procedure is used for evaluating each activity that is offered. Most commonly this is a written questionnaire. Standard procedures were used to evaluate over 60 percent of all activities (Table G26).

Followup evaluations were done for only about three percent of the activities. But in the few cases where this was done, the activities generated a very high number of participant hours. It can be inferred that followup is most likely to be a part of an activity if it has been a long-term experience for the participants. In looking at the medians for number of participants, it is clear that followup is likely to be done when the group of participants is relatively small. The mean of 14 (S.D. = 6.5) indicates that this procedure is rarely used for large group activities.

In about seven percent of the activities an activity-specific evaluation procedure was used. The pure example would be an examination given at the end of the course. Like the followup procedures, the activity-specific evaluation procedures were most commonly done in the more intensive activities associated with a large number of participant hours.

The teacher center staff relied on eliciting informal verbal feedback for four percent of the activities. This process was used in instances where there tended to be larger groups ($\overline{X}$ = 37; SD = 67) and for activities that required few contact hours.

Fully one-quarter of the activities had no evaluation component. But the typical non-evaluated activity generated very few participant hours. With a mean of 38.2 (SD = 108.9) it can be inferred that it is the very large group, short-term activity that is least likely to be evaluated.

Summary

Over two-thirds of the activities involved no more than one meeting. These one-time activities attracted over three-quarters of all teacher center participants. Next most important, in terms of frequency and participants, were multiple session activities spanning one week or less. These involved about ten percent of the participants.

More than half the activities involved fewer than 15 participants. Many (13.4%) involved less than six participants. The typical teacher center activity is definitely not a large group event.

More than half the activities are facilitated by either practicing classroom teachers or teacher center staff whose primary role affiliation is that of classroom teacher. Professors facilitated about 11 percent. Independent consultants, teacher center directors, school administrators and local resource people each facilitated about eight percent of the activities.

The typical activity included a verbal presentation by the instructor and provision for group discussion. Demonstrations, however, were common, particularly with respect to materials, as were other experiential, hands-on experiences for participants.

Most activities were evaluated through the use of a standard procedure, typically a written questionnaire. About one-quarter of the activities were not evaluated but these tended to be very large group activities which met for short periods of time.

Participation Inducers

A cluster of questions was asked in an effort to understand what motivates teachers to participate in teacher center activities. Does the way teachers are informed of activities have a bearing on whether or not they will participate? Does when an activity is offered make a difference? Is participation related to where an activity is offered? And finally, do teachers find tangible incentives, such as college credit, powerful inducers? Assuming that teacher centers aspire to increase interest and participation in their programs, these data should provide valuable insight into how to design inservice so as to optimize teacher participation.

Method of Announcement

With only four exceptions each of the 37 projects has a periodical publication. Typically, these are distributed monthly and provide a complete listing of all teacher center activities to be offered in the near future. These newsletters are by far the most frequently used vehicle for advertisement, announcing over one-half of the activities.

About one-third of the activities were announced through activity-specific print material. These materials included, for example, flyers, brochures and posters. Often these materials were used to supplement announcements previously made in the newsletter. Looking at the medians, it can be seen that activity-specific advertisement is associated with activities with greater participation and participant hours (Table G27).

The use of district communication channels is interesting. Examples of these channels are a district newsletter and the school building public address system. These channels were used for only 11 percent of the activities. But over 20 percent of the total number of participant hours were associated with activities advertised through the district or school. Activities advertised in this way attracted the largest group size and generated the most participant hours.

Participants were personally notified of upcoming events for 14 percent of the activities. Some personal contact methods were telephone calls, letters and memos, as well as personal contact. Activities advertised in this way generated over 10 percent of the participant hours. This was most likely to be used for activities of short duration.

Public media were used for only seven percent of the activities. Teacher centers do not rely heavily on media such as television, radio and community newspaper announcements. However, when these methods are used, they tend to be associated with large group activities.

Time Activities Convened

Activities were most likely to be held after school (35%), during the working day (27%), or on school holidays other than weekends (23%). Over 40 percent of the teacher center participants attended activities offered during the working day. However, these activities generated only 30 percent of the total number of participant hours.

More participant hours were associated with activities held on school holidays. Twenty-three percent of the activities were held on holidays but they generated over 37 percent of the participant hours. These are obviously more intensive experiences for participants.

Although most activities (35%) were held after school, these were associated with only 16 percent of the participant hours. These types of activities appear to be less intensive (Table G28).

No other times for holding activities generated more than 5 percent of the participant hours. These included activities held in the evening (5%), and on weekends (5%). Slightly over three percent were associated with activities which started during the school day and continued into after-school hours. These all occurred in one project which has made arrangements with the district to release teachers during the last period of the school day to begin afternoon professional development activities. The number of contact hours tends to be high under these conditions. Less than 2 percent of the activities started after school and continued into the evening.

Location of Activities

Activities are most likely to be held either at the teacher center (55%) or a school (33%). Although more activities were held at the teacher center, these attracted smaller groups of participants for shorter periods of time than those held in a school. An interpretation would be that teachers find activities held in schools more convenient and/or that teacher center facilities are not large enough for large group activities (Table G29).

Only a few activities (2%) were held in district buildings other than schools. But these activities, held in facilities such as a district's central office, tended to generate a large number of contact hours. The same was true for the activities (3%) held on college campuses. These sites seem to be used for the longer term or more intensive activities. Community facilities such as libraries were used infrequently (1.6%).

Available Tangible Incentives

For virtually every activity, "professional and/or personal interest" was specified as being the reason most participants attended. This response, however, was probed for other possible activity features which might have attracted some participants or encouraged them to attend. If any tangible incentive were associated with an activity, this was recorded as a possible inducer whether or not it was used by teachers. For example, if the activity were approved for state recertification credit, then this was listed as an incentive. But it is important to underscore the fact that it is not known exactly how many teachers received the benefit of the incentive. It is likely that some participants already completed all requirements for recertification (Table G30).

Almost 40 percent of all teacher center activities did not have any tangible incentive attached to them. But since these activities only generated 18 percent of the participant hours, it can be inferred that incentives buttress professional interest in attracting teacher participants (Figure 12).

The opportunity to participate in teacher center activities during the working day appears to be a powerful motivator for teachers. Sometimes substitutes are provided. More often teachers participated during their free period or lunch hour. Almost 20 percent of the activities involved teachers during the working day, accounting for almost one-quarter of the participants and generating over 23 percent of the participant hours.

Almost ten percent of the activities were held on working days but when schools were not in session. About 20 percent of those who participated in center activities did so on these district/school inservice days. Clearly the very large group ($\overline{X} = 57.4$; SD = 134.4) activities are held on days when school is closed for inservice (Table G30).

Only 12 percent of the activites could be engaged in for district credit or a salary increment. Eight percent of the activities could

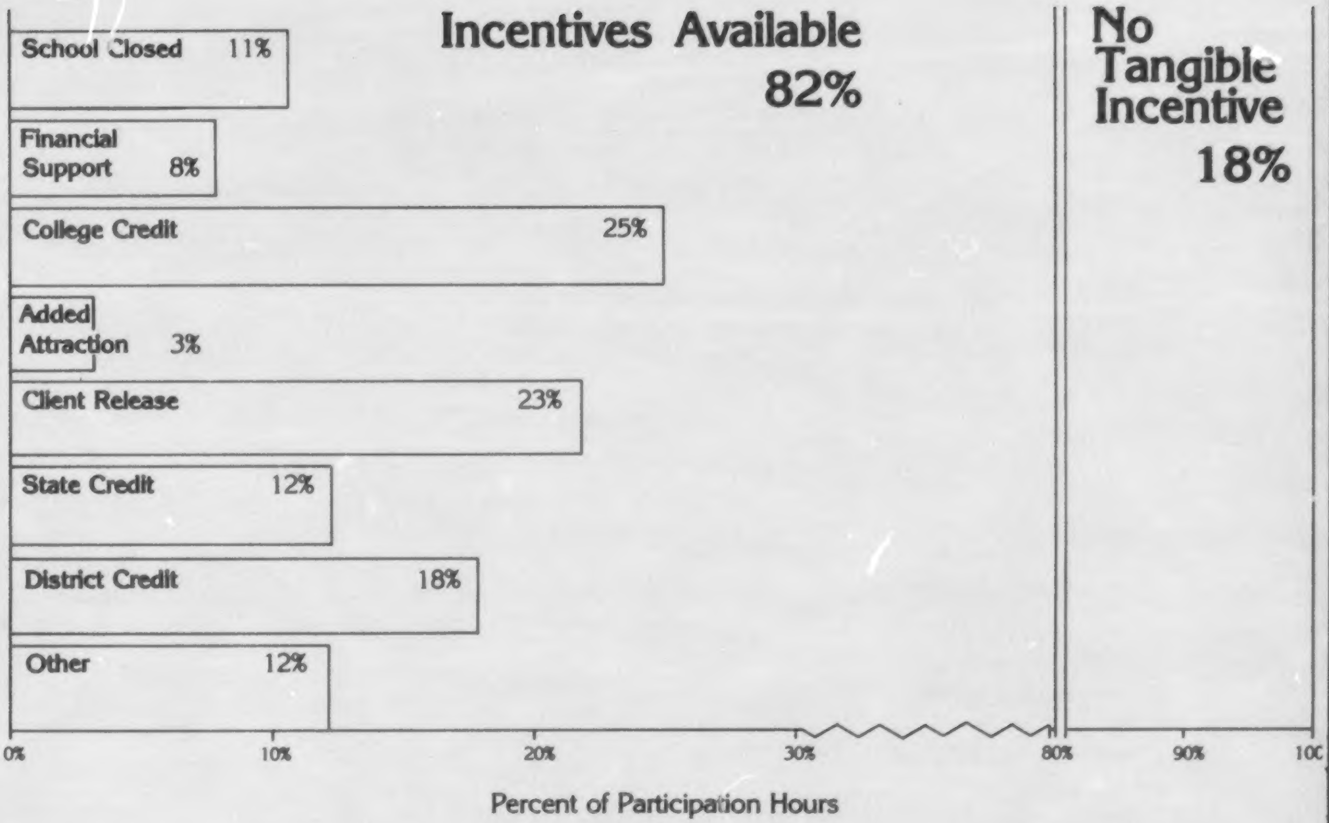

Figure 12. Incentives possibly motivating teacher participation in group activities.

be engaged in for college credit, usually applicable toward a graduate degree, and 7 percent for state credit, typically related to state requirements. It should be emphasized that in many cases one activity was offered for all three or two of these credit types. Thus one could state with certainty that no more than 27 percent of the activities had any kind of credit hours attached.

Activities offered for credit generated a greater proportion of the participant hours than those without credit (Table G30). Although only about eight percent of the activities had college credit attached, these produced about 25 percent of the participant hours. Likewise, about 12 percent of the activities carried district credit, but these produced 18 percent of the hours. The activities (6.8%) for state credit generated 12 percent of the participant hours (Figure 12).

Examination of the participant hour medians reveals that of the three types of credit-bearing activities, the typical course for college credit required many more hours of participation than an activity for school district credit. Activities for state credit were also longer than those for district credit (Table G30).

In less than eight percent of the activities were participants encouraged to attend with monetary incentives such as stipends or reimbursement for travel expenses. When this was done it was for small group, short-term activities.

About five percent of the activities had an added attraction.

What was called an attraction varied tremendously across projects. In some projects it was felt teachers attended because free instructional materials were distributed. In others, having a pot-luck supper was considered an added benefit. A couple of activities were cited as being particularly inviting because they were held in a colleague's home.

Inducer Types

It was hypothesized that each activity has a drawing power that cannot be totally explained by teacher interest in the activity's announced topic. It was suspected that three factors, in addition to relevant content, are important in inducing teacher participation. These three factors--time of offering, location of meetings and tangible incentives--were examined in combination with each other. "Time" was considered as an inducing factor in activities held at the most convenient time, assumed to be during the working day. "Location" was considered a positive factor for activities held either at a school or the teacher center. If an activity had any tangible incentive attached to it, it was considered as having an inducing factor. It was predicted that activities positive with respect to all three factors would generate the most participant hours.

Four different inducer types were delineated on a continuum ranging from no obvious external motivators to those with three (Table G31). Activities with no inducing factors were not rated positive with respect to time, location, or tangible incentive. An extreme example would be a non-credit bearing seminar held on a college campus on a Saturday evening during Spring vacation. Interestingly, four percent of the activities were of this type and they actually attracted over 2700 participants. That there were any activities in this category that attracted any participants is noteworthy. Although these activities were not typically long term, they do [illegible] out in attracting an average of 35 participants. It can be inferred that these activities had particularly strong drawing power based on the topic. A more typical example was an evening mainstreaming symposium held at the district's central office.

Slightly less than one-quarter of the activities had one positive inducing factor. A number of these were held at a school or the center (i.e., location as an inducer) but after school and with no tangible incentive. Activities with only one inducer generated about 20 percent of the hours.

More than one-quarter of the activities had two positive inducers. These activities, as predicted, produced proportionately more participant hours (32.1%). A common example was an activity held at the teacher center (i.e., location as an inducer) for college credit (i.e., tangible incentive as inducer) but after school (i.e., time not positive).

Over 40 percent of the activities were held during the working day at either the center or a school and had some kind of tangible incentive. These activities with three inducers involved about half of all teacher center participants but they produced only 42 percent of the hours (Table G31). The typical activity with three inducers was more likely to be large group ($\overline{X}$ = 29.7; SD = 82.2) than the activities with fewer inducers. An example likely to have large group participation was the inservice day conference held during the working day (i.e., time as an inducer) at a school (i.e., location as an incentive) when school was not in session (i.e., tangible incentive as inducer). A more frequent example of this type was a workshop held during the working day (i.e., time) at a school (i.e., location) that teachers were able to participate in because they had either a free period or substitutes were available (i.e., release time as an inducer).

Summary

Participation is clearly related to having a program which addresses a relevant topic. More topics emerged from teacher request than from any other source, supporting the belief that teacher centers should be responsive to teachers' needs as they themselves perceive them. But although relevant programming is definitely important in attracting participants, it is well known that this by itself is not enough. Assuming a number of offerings have about equal relevance, why is it that some attract more participants than others?

Method of advertising seems to be very important. A periodical announcement vehicle such as a newsletter is valuable. Participants anticipate this list of announcements of upcoming offerings. A comprehensive listing of current and future programs provides a context for participant selection of activities.

Activity-specific print materials are particularly important, probably serving to supplement the more comprehensive newsletters. These specific materials distributed shortly before an activity serve as reminders to those planning to attend and additionally they probably attract some who hadn't previously planned on attending.

Time is important. Teachers are more likely to attend if activities are held at convenient times. More teachers are likely to attend activities held during normal working hours. Several provisions can be made to allow inservice during the day. Lunch time activities are popular--teachers are there and they seem to like activities which are brought to them at this time. Secondary teachers seem to be attracted to activities that are held during their planning periods. In the typical secondary school each period there are several teachers available for inservice activities. A number of teachers can be served if the same activity is repeated during several different periods. Providing substitutes is clearly one way to carve out time for teacher inservice but this can be costly. There is also mixed teacher feeling on this--some teachers don't like to leave their classes for inservice. That the greatest percentage of participant hours was generated by activities held on holidays supports the notion that teachers are highly likely to participate when they are free from instructional responsibilities.

The very common after school workshops should probably be closely examined. It cannot be assumed that teachers are available for in-service at this time. Although after school activities were offered frequently, they were not characterized by a high rate of participation. Teacher centers might attract more participants by offering fewer activities but by offering them at times during the day when teachers are periodically relieved from classroom duties or on vacation time when teachers are totally free from school-related responsibilities.

Teachers are also more likely to attend activities which are held in locations convenient to where they work. Probably one of the most attractive features of most teacher center programming is that teachers don't have to travel great distances to attend. Possibly the most unattractive offerings are those held after school at distant locations.

Almost forty percent of the activities had no tangible incentives attached. But these generated less than 20 percent of the participant hours. Although over 30 percent of all clients participated in activities with no tangible incentives, teacher center staff should be aware that teachers are not likely to participate in long-term activities under this condition.

The availability of college credit appears to be very important in attracting participants to long-term activities. Also the availability of district and state credit also induces long-term participation.

Time, location and tangible incentives are important in attracting participants. It was found that participation was directly related to each of these factors independently and also in combination with each other.

Summary

Before attempting to summarize the data concerning group activities--a data pool that is very large--some perspective is necessary. Although group activities are considered by many to be the backbone of inservice education, that notion has been challenged within teacher centers. Thus, as one thinks about what occurs in group activities, it should also be kept in mind that more teachers took advantage of individualized services and resources in teacher centers during the period of the study than enrolled in group activities. Although group activities are very important, one must never forget this contextual fact.

As one would expect, the primary clients in teacher centers are classroom teachers. However, administrators are also being served, as are non-teaching professionals and non-certified school staff. Only preservice teachers appear to be receiving short shrift in teacher center activities.

Perhaps one reason that teacher centers have not been as disruptive within institutional settings as some had previously thought they would be is that the content of their programs is not only not radical, but probably quite consistent with what other vested interest groups would suggest as important. Fully 75 percent of the participant hours generated in teacher center activities focused on improving instruction for children. Interestingly, the primary focus was on pedagogy, i.e., specific methods for interacting with children in instructional settings. The second main area related to the instruction of children was curriculum, and basic skills was at the top of that list. Often, in fact, curriculum and pedagogy were addressed in combination. Thus, the typical content for teacher center activities is clearly not radical, and in fact suggests that when teachers are given the autonomy to develop their own inservice activities, they focus on content areas that are very similar to what other groups would be likely to select.

Probably the most significant finding is that teachers like to become involved in activities that deal with the development and production of teacher-made materials. This could suggest that teachers desire not to be the "slave" of textbook publishers, but in the past have had little opportunity to do anything about it. In fact, if one analyzes the skills of your typical teacher training staff, whether it be in a school district or on a university campus, one rarely finds much expertise in the materials development area.

One additional finding concerning the content of teacher center activities appears quite important. Teacher centers did not focus nearly as many of the activities on helping children with special needs as some might expect. In fact, only about 14 percent of the participant hours had that focus, and less than five percent of these were in the area of helping teachers develop skills to deal with handicapped youngsters. This suggests that many of the current inservice initiatives, to help teachers deal with children who have special needs, are addressing the needs of someone other than teachers, i.e., politicians, advocates, and bureaucrats.

Approximately one-quarter of the participant hours were generated by activities that did not focus on the instruction of children, but rather on the personal or professional development of the teacher. The great bulk of these activities focused on such topics as helping teachers learn about other opportunities, and developing non-teaching professional skills such as skills for helping colleagues learn, and skills for grant writing. A very limited number of participant hours were generated by activities focusing on personal areas such as teacher stress, or on what some might consider to be extraneous areas such as cake baking and belly dancing. At any rate, for those who raise the specter of teachers using the teacher center for non-professional activities, these data offer very little support.

It was reported in Chapter III that teacher center policy boards focus on policy, and to a great extent delegate the day-to-day decisions to staff members. That finding is buttressed in the data concerning group activities. Although the single most important reason for offering an activity was client request, the actual decision to offer that activity is typically made by the teacher center director or other staff members. One might conclude that policy boards make many of their most important decisions in the personnel area, i.e., careful selection of those who are charged with the responsibility for being responsive to teacher needs.

Although the instructional and facilitative processes used in teacher center activities are not startling (i.e., lecture and discussion), there is what appears to be more experiential and hands on involvement than one typically finds in inservice programs. Interestingly, the great bulk of this hands on experience relates to the development of materials for use with children in classrooms. Again, teacher interest in materials comes through.

One of the most distinct facts concerning group activities is that they tend not only to be very short, but they also tend to be very focused. In other words, teachers prefer specifically targeted and defined activities that can be initiated and completed within a short time span. They also prefer activities that serve limited numbers of clients at any single time, i.e., the great bulk of teacher center activities enroll less than 15 clients. Finally, and this is not a startling finding, teachers prefer to enroll in activities that are taught by a classroom teacher or those closely related to classroom instruction. But the "traditional" inservice instructors are still being used at moderately high degrees in teacher centers, i.e., college professors, school administrators and other professional staff, and outside consultants.

One of the important lessons to be learned from teacher center activities is that teachers like, and respond to, high levels of communication. Teacher centers send out what some might think to be inordinate numbers of flyers and periodic newsletters. An analysis of these data, however, suggests that the more specific and personal the communicative agent, the more likely teachers are to attend.

Teachers appear to attend activities for a variety of reasons, the most important probably being that the content provokes an interest in them. Beyond that, however, the time of day is very important. An analysis of these data can be misleading if one does not look carefully at what they mean. Although the largest number of activities occurred after school, these activities generated a disproportionately lower number of participant hours than did those offered at other times. Additionally, convenient location and geographic accessibility is important to teachers--something that those who have had to wrestle with campus parking problems have known for years. Finally, although tangible incentives are important, the data gathered thus far in the teacher centers study suggests that teachers are motivated to become involved in activities for something other than the trinkets that have so often been associated with teacher involvement. Teachers do prefer tangible incentives for involvement in long-term, highly-intensive, or long-duration activities. They do not, however, require concrete rewards for involvement in the short-term, highly-focused activities that characterize teacher centers.

This study has gathered data concerning teacher center policy boards, individualized services and resources, and group activities. A great deal has been learned that should aid not only those involved and interested in teacher centers, but also those who have a more general interest in inservice teacher education. The next chapter will explore the meaning of some of the findings of this study and will speculate about how these meanings might be translated into programmatic improvements.

Chapter VI

Implications for Inservice Education

This study was about teacher centers. However, much has also been learned that should prove helpful to both program developers and researchers in the larger enterprise of inservice education. If teacher centers are, in fact, an organizational structure for inservice education, then those things that have been learned from teacher centers ought to be useful in other approaches to helping professional educators enhance their skills.

The implications presented in this chapter are based in data. But the data-based implications have been supported by knowledge gained in informal observations during the past two-and-one-half years, as well as by knowledge of the field of teacher education gained through years of experience.

About Teacher Centers

This descriptive study, which relied on self report data, yielded information that is both reliable and accurate, but does not provide for the testing of theories or for the generation of important new principles. Rather, descriptive research attempts to "paint a picture" of a phenomenon. It attempts to answer the question, What exists? In this instance, it attempts to provide baseline information about teacher centers specifically, and inservice education in general, that has not been available in the past. It is important to look at the qualitative aspects of these data so that it will be possible to better understand the speculative nature of the implications for inservice education that will be provided later. The findings presented below are viewed as important but not exhaustive.

Policy boards

- Teachers are taking an active role in policy board decision-making meetings. Although they constitute only 64 percent of the membership, they contribute 71 percent of the attendance at meetings.

- Policy boards make more decisions with regard to managing the project than they do with respect to program development and implementation.

- Policy boards make about an equal number of policy decisions and administrative decisions. Policy decisions are more likely to be made with respect to project management than they are with respect to program development.

- Policy boards often act on the recommendations of standing committees. The typical policy board has four standing committees and these are most likely to be assigned responsibilities with respect to program development and to budget.

Group activities

- Over 43,000 teachers participated for over 280,000 participant hours in group activities offered by 37 projects. (This is the equivalent of the level of participation that would be expected from 41 projects over a six-month period.)

- The typical project completes five activities per month and serves 93 clients.

- Eighty percent of the clients are classroom teachers.

- Developing teacher pedagogical skills is the primary concern of teacher centers. Next in priority is developing teacher knowledge in school curricular areas (basic skills is #1).

- Over one-quarter of the activities are narrowly focused to meet the needs of small groups of specifically identified teachers.

- Teacher center staff make the decision to offer most of the activities.

- These decisions are typically made within the context of project objectives, but in response to the specific requests of individual teachers or small groups of teachers.

- Most of the activities meet only one time, but the greatest number of participant hours are generated by activities which meet more than once.

- More than half of the activities were for small groups, less than 15 participants.

- Verbal presentation by an expert was by far the most common means of instruction/facilitation. But in more than half of the activities there was also a small group discussion and/or an experiential component.

- More than 60 percent of the activities were formally evaluated.

- Most activities were announced by newsletter. Those activities, however, that were announced by specific print material, e.g., flyer, generated more participant hours.

- Most activities were held after school and either at the teacher center or in a school building.

- Almost 40 percent of all teacher center activities did not have one tangible incentive for participation. They were most often activities that met only one or two times.

- Tangible incentives, when they were used, were most likely to be release time or a credit of one type or another.

Services and resources

- Teachers were served more times individually through established services and resources (55,628) than through group activities (43,185).

- In the typical project, the staff provides direct individualized service 40 times per month.

- Additionally, the staff matched individual teachers with specific resources an average of 24 times per month.

- In the typical project, an average of 48 teachers per month took advantage of materials and equipment available at the teacher center.

- On the average, about 9 teachers per month received some kind of financial support from the teacher center to pursue individual goals, e.g., release time, incentive awards.

The data represent literally hundreds of facts that can be viewed in relationship to each other. In fact, an attempt was made in the past few chapters as well as in the appendices to provide as much of the information--as many of the facts--as was possible. It is only when one observes these facts, thinks about them, and attempts to relate them to other facts, as well as to other knowledge, that new insights are developed and new understanding occurs.

Content from the Perspective of Classroom Teachers

The data gathered indicate quite clearly that the substance, structure, delivery format, and other aspects of teacher center activities, services and resources are determined by those who receive training, i.e., classroom teachers for the most part. No one could or would claim that each and every activity, service, or resource can be linked directly to classroom teacher determination. Rather, in many cases, filtering mechanisms such as committees and policy boards were used, while in other cases formal needs assessment procedures were used. However, a great number of the activities that occur in teacher centers are directly related to client request, and the rest of the program development is not far removed. Thus, one can think about the implications for inservice education by asking the question, What do teachers view as the content priorities in inservice education?

Substance

Using teacher centers as a cutting edge for learning, one can build a very strong case for heightened activity in inservice programs that are related to instructional materials development. One finds this pervasive in teacher centers. Many of the services, resources and experiential activities focused on providing skills in developing materials that can be used in their classrooms with children. Although this may not appear startling on the surface, an inspection of the precis of inservice programs that are developed in a number of institutions, e.g., colleges, school districts, intermediate school districts, etc., reveal that scant attention is paid to this topic. Additionally, one finds very few teacher educators who cite as a primary strength their ability to work with teachers in the development of teacher-made instructional materials. Not only does the need apparently exist for inservice educators to move in this direction, these data suggest that perhaps teachers are as frustrated with the curriculum and instructional materials that are commercially available as are those who revile them in the literature.

Nearly 60 percent of the participant hours in teacher center activities were related to the development of pedagogical skills. This means that teachers, when they have a voice, clearly ask for new and better ways to instruct children in classrooms. This may sound like an expected finding to some, while it may sound startling to others. However, when one peruses the inservice offerings frequently made available to teachers, the development of pedagogical skills certainly does not constitute anywhere near 60 percent of that list. It is also important to note that, for the most part, teachers are not looking for complex skills to be mastered. Rather, they appear to be more interested in enhancing their repertoire of basic skills and techniques that have distinct implications for classroom practice. Thus, while teachers would not likely gravitate toward intense training programs on developing teaching skills for concept attainment and concept formation, they would likely move rapidly into programs designed to enhance their already existing skills or to develop new skills for use with already existing curricular areas, e.g., a workshop on new games in phonics. Most importantly, however, is that inservice staff developers need not devote a great deal of effort to tempting teachers with new and exotic programs. Rather, evidence from this study suggests clearly that a primary concern for teachers in inservice programs is, in fact, the enhancement of skills for instructing children.

If one wants to develop inservice programs that reflect teacher-perceived needs, one need not spend a great deal of time developing programs that are designed to help teachers instruct children with special needs. As untrue as that may ring, teacher center activities were simply not heavily focused on helping teachers develop skills in working with handicapped, gifted, culturally different, or economically disadvantaged children. There may be a variety of reasons for this. It is possible that many teachers view good instruction as applicable to any child. Additionally, there is the possibility that teachers view the special programs that are available for dealing with handicapped children in the classroom to be someone else's needs, i.e., those who promote the programs. Regardless, the facts cannot be denied. If teacher perceived needs are to be reflected, there should be minimal emphasis on developing skills to work with children having special needs.

It is probably not surprising that teachers will attend activities addressing classroom management. This type of programming is not so prominent, however, as some might expect. While teachers are looking for new and better organizational structures for managing classrooms, they are not beating down the doors for programs on disciplining children. One must be careful, however, not to misinterpret the message being delivered by teachers--although good management skills are necessary, and although most teachers can use additional training in this area, classrooms are not chaotic, and children are not out of control.

Finally, teachers still request programs that will help them develop curriculum. Although closely related to the development of materials, curriculum development activities tend to extend over greater periods of time. Teachers are interested in looking at that which is taught, they are interested in enhancing the curriculum that is required, and at the same time they are interested in developing new curriculum areas.

The structure of content

It has been said that one can separate educators into two distinct classes--those who attempt to render things complex, and those who attempt to simplify. If one can accept this distinction, then teachers clearly prefer inservice programs that attempt to reduce the complexity of the world they live in. Notable in the teacher center activities are content offerings that are highly targeted and focused, of short duration, and often designed to help teachers master very basic, quickly transferable classroom skills.

Some "teacher center watchers" were skeptical at the onset of the Program that the content of teacher center activities would be narcissistic, i.e., they would, to a disproportionate level, focus on the personal aspects of a teacher's life such as the stress of classrooms or the effect of teaching on personality development. This has simply not occurred. Rather, if one uses the content of teacher center offerings as a guide, then one must take the position that teachers are much more interested in doing their job well, and in learning new skills that will help them achieve this. Although there were some program activities relating to the personal needs of teachers, simply stated, they were few and far between.

Other interested observers of teacher centers predicted a disproportionately high frequency of what some might call "silly" activities. Again, an analysis of the content of teacher center programs simply does not support this. To be sure, there were a few activities in the "cake decorating, rug hooking, and belly dancing" domain, but activities of this nature were very rare, and cannot, in any way, be construed to reflect pejoratively on the quality of teacher perceived needs for inservice education.

In summary, probably the most important observation to be made is that teachers are, indeed, a very diverse group of professionals. Generally, they perceive themselves to need basic help with the most fundamental tasks of teaching, and they prefer that content be broken into very specific and focused segments. The substantive needs of teachers support a view of teachers as being interested in and serious about their work, as well as being willing to put forth the effort to learn things that are perceived to be potentially helpful in the tasks of instructing children.

Inservice Delivery from the Perspective of Classroom Teachers

Inservice educators have a great deal to learn from teachers about the delivery of their programs. If one accepts the "course" as the standard delivery mechanism for inservice education, and adds to that the conventional practice of workshops and seminars, then teacher center delivery formats are characterized by their diversity. In fact, there is probably no aspect of teacher centers that so clearly provides a hallmark for distinction as does the creative delivery formats that have emerged.

Individualized inservice

If one were to set the goal of providing individualized, one-to-one assistance to many teachers as a necessary characteristic of either a university or school based inservice program, the staff developers would say "impossible." But it is just this that has been achieved in teacher centers--and it has occurred at a pace that is startling. It must be underscored that teachers actually received individual service from teacher centers in frequencies greater than they participated in group activities.

If one accepts the notion that individualized inservice is very labor intensive, then the question must be raised concerning how teacher centers were able to provide it at such a high level. This is a doubly important question when one considers the very limited staff (about 1½ full-time staff members per project) that are available for program delivery. There were numerous instances of teacher center staff working individually with teachers to solve instructional problems and to help teachers develop new skills. Teacher centers developed other methods as well, methods that are very creative, and appear to be very satisfying to clients. First, teacher center staff (and sometimes this even included volunteers and secretaries) became linking agents. They worked toward helping teachers locate and make contact with appropriate and needed resources. These resources may have been human (another teacher), or they may have been material (a book or a set of instructional materials). In some cases, they were technological, involving computers. This ability to develop creative ways of linking teachers with needed resources has become endemic to teacher centers, and should provide inservice educators with a model worth emulating.

A second method used by teacher center staff to provide individualized service to teachers is embedded in the concept of accessibility. Teacher centers strive to make resources available in a manner that optimizes opportunities for use. Examples of this type of program development can be found in materials and equipment centers that teachers can visit and work in without direct involvement of teacher center staff. In some cases, even money was made available. The important point is that by branching beyond the notion of person to person contact and embracing the notions of linking teachers with resources and providing accessibility to auto-instructional tools, the concept of individualized inservice for teachers has been greatly enhanced.

It is possible to find some of the talismans of individualized inservice in group activities as well. Teacher centers tend to be characterized by experiential activities--activities where teachers become actively involved in their own development. This active rather than passive involvement in group activities promotes personal involvement, not only with instructors and facilitators, but with colleagues as well. When this occurs, one can observe a different type of individualized inservice.

Overarching the approach to individualized inservice has been the recognition of the importance of ambiance. Teacher centers, whether intentional or not, accepted from the onset the need to provide an inviting and secure environment where activities were held and where services and resources were provided. Probably the single most important concept underlying this ambiance has been the unconditional acceptance of teachers and their self perceived needs. For many teachers, a fellow professional was saying for the first time, "Tell me what you want, your needs are important to me."

Hopefully, teacher educators will look closely at the individualized teacher inservice that has emerged from teacher center projects. Even more hopefully, perhaps they'll learn from these experiences. Perhaps the more conventional and institutionalized inservice programs will begin to emulate the best of teacher centers by providing direct service to individual teachers.

Format

There appear to be three factors which characterize teacher center activities that should provide important lessons for inservice educators. Succinctly, teachers prefer activities that are brief in terms of the number of times they meet, that are convenient, and are designed for small numbers of participants. It should also be remembered that teachers prefer specific and highly focused activities. Interestingly, when these three characteristics are evident, the need for tangible incentives drops significantly. It's almost as if teachers believe that short, accessible, small group and highly focused inservice activities are designed for them, while long, course-like activities are someone else's idea concerning what they should have. At any rate, teachers will participate readily in the shorter, focused activities with little or no tangible incentive, while the longer activities require one or more of the standard incentives such as credit, release time, or stipend.

There is clearly a place in inservice education for training activities that occur during the working day. Not only does this communicate recognition of the importance of inservice education, but it also has the marked benefit of providing the opportunity for intensive staff development activities that are not possible in the more standard course and workshop formats. It is noteworthy that activities that are designed to occur during the working day can provide as much as six hours of uninterrupted time for programs to occur. There is obviously an implication here for matching the complexity of content with the delivery format that has not been frequently recognized in the past.

Finally, and this also relates to intensity, there appears to be a clear place for programming when teachers are not otherwise employed, such as summer and vacation programs. It is true that the majority of teachers and the largest number of activities do not occur during this time. However, when staff development needs are clearly defined by teachers, and those needs are complex, then the summer and other holiday type delivery format is often most appropriate. There is a certain logic to this implication that is difficult to miss. It is almost impossible for teachers to find the time and energy to learn highly sophisticated classroom skills when they meet only once per week for two hours or so after school. Thus, it is not surprising that teachers tend to reject this type of programming during the school year, whether it is in teacher centers or in other types of programs. Yet, if the opportunity for long term and intense involvement is offered when teachers are totally free from classroom responsibilities, a significant number of teachers become involved, and are willing to make the necessary commitments.

Small points about delivery

Certain other factors related to the delivery of inservice programs for teachers have emerged from this study of teacher centers. In some cases they appear to be so obvious and simple as to be almost not worth mentioning, but when one analyzes the structure of the more conventional types of inservice programs, it is clear the need exists to refresh the minds of those who work with teachers. First, staff development and inservice programs for teachers need a great deal of promotion. This may relate to the perceived poor quality of inservice that has historically existed. Regardless, promotion is related to the perceived relevance and thus to the credibility of an inservice program. Teacher centers have, in fact, become models of "PR," and they appear to have become that way because they believe so strongly that the programs that are being offered are worthy of note. Imagine if you can, the likelihood of a college or school district sending out colorful flyers to two or three thousand teachers that are designed not only to inform, but also to excite those teachers about course offerings. It is not an easy thing to imagine--it hasn't happened thus far. However, that type of promotional activity characterizes teacher centers, and it appears to be well received in the field.

Closely related to the need for promotional activity, is the need for basic communication. Teachers have been attempting to communicate to inservice educators for years that it is difficult to learn about inservice opportunities that exist. Well, it's entirely possible that teacher centers may have found the key to this basic need for communication. To some, the teacher center mode of communication might appear to be overkill. However, it is doubtful that teachers view it that way. Such mechanisms as weekly or monthly calendars, newsletters, regular flyers, advertisements and announcements in commercial media, and frequent meetings characterize the teacher center approach to maintaining two-way communication channels with the clients that are being served. Again, this type of approach to communication goes far beyond the twice or three times per year course bulletin, or the official catalog of either a university or school based teacher education program. It is recognized that underscoring the need for public relations and communication may be underscoring the need for the obvious, but it is also underscoring a need for activity that has not traditionally existed in inservice programs.

Teacher centers have also been characterized by their use of nontraditonal instructors/facilitators. No one, including those who work in teacher centers, denies the appropriateness of either professors or, for example, subject matter coordinators in school districts as inservice educators. Rather, teacher centers have simply expanded that list in attempting to match the content of the inservice program with the expertise of potential instructors. Thus, classroom teachers have become involved as instructors at a very high level. However, the diversity of instructors goes far beyond classroom teachers. District administrators have become involved, as have outside consultants. Local community resources that have particular expertise are frequently used in teacher centers.

Finally, it is important to point out the need for accessibility of all kinds of programs for teachers. Program activities, services or resources that are difficult to find and utilize will simply go unused. Professional libraries must be easy to get into, to use, to borrow from, and the ambiance must be pleasant. Raw materials and machines should be easily accessible, or they will be underused if they are used at all. People, courses, whatever--all aspects of programs for teachers must be developed and implemented with an eye toward a delivery format that is attractive and easily accessible to the program clients.

About the Governance of Inservice Education

The governance dimension of teacher centers is the most visible and has received the most publicity since the inception of the Program. Thus, it is important to briefly review the realities of the governance structure established by the Teacher Centers Program.

Teacher centers were not, in fact, set up to be run by teachers. Rather, the teacher center policy board was established to provide for more teacher influence than has historically been evident in any inservice program. This was achieved by requiring a majority of classroom teachers to be members of the policy board. However, members from administration and from institutions of higher education were also mandated. In essence, the teacher center policy board provided a new forum for collaboration. This forum was fortified with the requirement for teacher majority, and with the commitment of the grantee institution to allow policy board supervision to occur. Thus, although teacher center policy boards were established to provide for much greater teacher influence, they did not encourage a radical usurpation of power and authority that many had believed would occur. Finally, it must be noted that teacher centers and teacher center policy boards are not part of the institutionalized bureaucratic structure of either school districts or institutions of higher education. This fact allows for creativity and diversity to occur, but the knife cuts both ways. Succinctly, because the required structure of teacher center policy boards does not appear to school administrators and school board members to have been made in heaven, it is questionable at best whether the structure will survive the termination of external support--an occurrence that must inevitably happen.

Within this context, it is important to note that policy board governance does, in fact, occur in teacher centers. Data from this study demonstrate quite clearly that policy boards do make decisions, do establish policy, do lead program development, and do so without disrupting, in any noticeable way, the institutions in which they are housed. This is important, perhaps remarkable, when one takes into account that teacher center policy boards have maintained a fairly strong and sometimes almost complete control over personnel and budget matters within the programs. In all but a very few instances, the school districts and colleges or universities that house teacher centers have been able to handle the supervisory power embedded within the policy board with little or no difficulty. The implication is clear. The fear of relinquishing some aspects of control is probably much worse than the actual effect. This point should be made repeatedly, and should be thought seriously about by every teacher, teacher educator, and administrator who values the development of ongoing inservice programs for teachers. The governance issue simply is not a major stumbling block, and may even be a red herring in the discussions about and planning for different kinds of inservice programs. Hopefully, this point will remain clear, and will transcend teacher centers programs so that others who become involved in developing staff development or inservice programs for teachers can work toward a governance system that promotes responsiveness to teachers without disrupting the organizations in which they operate.

Governance boards, at least teacher center policy boards, appear to mature quite quickly when given the authority to operate in specific areas. Governance, it appears, it not a time consuming or even a personally consuming activity. Delegation to subcommittees and to staff occurs. As long as the lines of communication are kept open, and as long as the policy board maintains its right to make final crucial decisions, the ability to grant wide ranges of discretionary authority is evident.

By virtue of the fact that the policy boards were established to guide programs and to direct policy, it is not surprising that more management decisions were made than program delivery decisions. In other words, a logical differentiation of tasks emerged within the governance process, and policy boards, which met on the average of two to three hours per month, defined their tasks quite realistically. Stated another way, a mature governance body that has actual authority and power, is likely to work within the bounds of that authority, and not to meddle with the roles of others who work in the project.

In the final analysis, policy boards may be most important symbolically. One interesting and defensible analysis is that the early decisions, those of direction, and particularly those related to personnel, are probably the most important decisions that governance bodies make. Stated another way, it is likely that a competent director and staff can overcome the problems created by a disruptive and/or non-productive policy board, but it is not likely that a well running and coherent policy board can do much to improve programs if the personnel are not competent. Thus, once these early important decisions are made, the role of the governance body (in this case the policy board) may well be greatly reduced, and limited to overseeing and trouble shooting issues that emerge.

It is highly unlikely that the quality and quantity of the programs that have emerged in teacher centers around the country can be directly attributed to policy board activity. Rather, it is more realistic to view the programs to be directly linked to the capabilities of the staff, and to link the overall guidance and management of the project to the policy board. It appears, in summary, that if we have learned anything at all about the governance of inservice education programs, we've learned that it is an overstated issue, one that creates more problems in adversarial rhetoric than it does in program development.

About Research of Inservice Education

This research project was initiated in the Fall of 1979. The data reported in this document were gathered between January 1 and August 31, 1980, and represent 37 teacher centers. At the time this report is being written, over 50 teacher centers are involved in the data gathering process, and during the entire time of the project only one teacher center has withdrawn. Not only do the principal investigators think they have learned a great deal about teacher centers, but also about research on inservice education.

The first, perhaps so obvious it need not be mentioned, is that research on inservice education is de facto field based research, and typically will not withstand the imposition of a preconceived design. Rather, and this lesson was learned over time and in a most fascinating manner, the design for a field study must, in fact, emerge. There is no question that the researchers must take the lead in initiating the development of data gathering tools and in gaining support from those who will be involved, but it is not uncommon to learn more about the phenomenon you are attempting to study as you, in fact, are developing the methodology for studying it. Thus, the process is almost cyclical, and the design development phase of a field-based study on inservice education should probably take longer, and be more involved than a design development process for a more standard effort.

Another lesson was learned concerning the meaningfulness of the variables under study. Succinctly, the variables under study, the method for gathering data, the manner in which data are reported, and the language used to discuss results must make sense not only to the researcher, but also to the data providers. It is very difficult to solicit and maintain involvement in a research process that involves data gathering on site by those involved in the process if, in fact, there is not a strong commitment based on an understanding of the topic of inquiry.

As researchers solicit support and active involvement in the research effort, it is often important to look for spinoff effects and, more importantly, spinoff benefits that will help keep field projects involved. For example, the lesson learned in this study was that the process of gathering and organizing data and reporting it once per month to the Syracuse project, provided the program director with a very usable management tool. In essence, the director, in the process of preparing for the monthly data gathering sessions, knew a great deal more about his/her project, felt more control, and felt more confident when dealing with others about the project. Consequently, the director came to value the research process for the increased competence it provided him or her in the job, rather than for the fact that it was generating knowledge.

Finally, it was learned that field practitioners in teacher education do value research, and will make the necessary commitment to become involved, if the research makes sense to them, and if they have some sense of ownership. Those who advocate field studies have been saying this for years. It is rare, however, that the phenomenon can be experienced. One must accept the fact that field involvement in research is time consuming, is costly, and often demands methodological compromises. However, it is equally important to recognize that without significant field involvement the research project might not occur, and even if it does, it will probably suffer the loss of accuracy and completeness that only field practitioners can provide.

A Final Thought

This study was undertaken with several purposes in mind. One objective was to help teacher center projects obtain data that will allow them to submit their twice-annual performance reports. Additionally, there were strong pressures to provide information that would serve those who work with teacher centers in the political domain. Additionally, professional curiosity was influential in directing the study, allowing the researchers to ask basic questions such as, "What are teacher centers like?"

One could probably provide other reasons for the initiation of this study. There are, however, two overarching purposes that should render this study an important contribution to the literature. First, a methodology for studying inservice education was developed that has the potential for generalizability. Secondly, a focused attempt was made to gather baseline information about inservice education (in this case teacher centers) that has not been available in the past. It is difficult to suggest future directions for program development in teacher education if one does not know where the field is at. Hopefully, this study will begin to help program developers and inservice researchers answer that question. In the final analysis, this study and others like it that may emerge, will have to be measured by the influence they have on training programs for teachers, and in the final analysis, upon educational programs for children.

APPENDIX A

PARTICIPATING PROJECTS AND PROJECT DOCUMENTORS

Claremont Teacher Center
700 West Baseline Road
Claremont, CA 91711
Documentor: Janene Brunett

Marin Teacher Learning Co-operative Center
1111 Las Gallinas Avenue
San Rafael, CA 94903
Documentor: Karen Kent

Santa Clara County Educator's Staff Development Consortium
100 Skyport Drive
San Jose, CA 95011
Documentor: Jodi Servatius

Vallejo Teacher Center
211 Valle Vista
Vallejo, CA 94590
Documentor: William Loudon

West Orange County Teacher Center
658 Lennox Street
Huntington Beach, CA 92647
Documentor: Anne Cameron

RISE Teacher Center
Halls Hill School
Halls Hill Road
Colchester, CT 06415
Documentor: Chris Stevenson

West Hartford Teacher Center
Board of Education
211 Steele Road
West Hartford, CT 06117
Documentor: Miriam McKenna

Atlanta Area Center for Teachers
3000 Flowers Road South
Atlanta, GA 30341
Documentor: Howard Knopf

Gary Teacher Center
1430 West 23rd Avenue
Gary, IN 46402
Documentor: Sadie Shropshire

Indianapolis Teacher Center
1102 North West Street
Indianapolis, IN 46202
Documentor: Pat Gilliam

Flint Hills Teacher Center
Ogden Elementary School
Ogden, KS 66517
Documentor: Joyce Scammahorn

Teacher Renewal and Development Center
307 South 25th Street
Paducah, KY 42001
Documentor: Juanita Jones

Mid-Coast Teacher Center
P.O. Box 860
Camden, Maine 04843
Documentor: Sally Vogel

Amherst Area Teacher Center
East Street School
Amherst, Mass. 01002
Documentor Merrita Hruska

French River Teacher Center
P.O. Box 476
North Oxford, MA 01537
Documentor: Robert Richardson

Southwest and West Central TC
Southwest State University
Marshall, MN 56258
Documentor: Bill Swope

Staples Teacher Center
524 North 6th Street
Staples, MN 56479
Documentor: Rick Krueger

Teacher Center for Galiatin County
615 South 16th Street
Bozeman, MT 59715
Documentor: Linda Bardonner

Western Montana Teacher Center
818 Burlington B101
Missoula, MT 59801
Documentor: Bob Lukes

Manchester Teacher Center
1066 Hanover Street
Manchester, NH 03104
Documentor: Roberta Banfield

Newark Teacher Center
131 13th Avenue
Newark, NJ 07103
Documentor: Rona Waller

Teacher Center of Ardsley,
Greenburgh and Elmsford
475 West Hartsdale Avenue
Hartsdale, NY 10530
Documentor: Jackie Ecker

NYSUT/Hofstra Teacher Center
1000 Fulton Avenue
Hempstead, NY 11550
Documentor: Barbara Scheer

Syracuse Area Teacher Center
400 Huntington Hall
150 Marshall Street
Syracuse, NY 13210
Documentor: Beth Sauerborn Ferris

SPEC Teacher Center
619 Wall Street
Albermarle, NC 28001
Documentor: Jean Owen

Wood County Teacher Center
Court House Square
Bowling Green, OH 43402
Documentor: James Robarge

UPDATE Teacher Center
215 East 12th
Stillwater, OK 74074
Documentor: Joye Butler

B.E.S.T. Teacher Center
200 Silver Lane
Eugene, Oregon 97404
Documentor: Cathy Method

Philadelphia Teacher Center
1816 Chestnut Street
Philadelphia, PA 19103
Documentor: Jack Steinberg

Pittsburgh Area Teacher Center
Porter Hall 223
Carnegie-Mellon University
Pittsburgh, PA 15213
Documentor: Serena Jefferson

#1 Teacher Center
2600 Barhamville Road
Columbia, SC 29204
Documentor: Jim Hockman

Cooperative Teacher Center
241 Forbes Avenue
Clarksville, TN 37040
Documentor: Patricia Eisenmann-Donahue

Oak Ridge Teacher Center
200 Fairbanks Road
Oak Ridge, TN 37830
Documentor: Jinx Bohstedt

Moab Teacher Center Project
217 East Center
Moab, Utah 84532
Documentor: Barbara Ing

Washington West Resource Center
Box 172 N
Waitsfield, VT 05673
Documentor: Elan Stevens

Cowlitz Teacher Center
2000 Allan Street
Kelso, Washington 98626
Documentor: Cathryn Smith

Great Rivers Teacher Center
Route 5, Box 342
Sparta, WI 54656
Documentor: Kathy Harmeyer

APPENDIX B

TRAINING MANUAL FOR PROJECT DOCUMENTORS

The Help Book

For

Teacher Centers Program Documentation

SAM J. YARGER　SALLY K. MERTENS

Syracuse University

Fall, 1979

Syracuse Area Teacher Center

TABLE OF CONTENTS

Page

TABLE OF CONTENTS 168

INTRODUCTION 169

Part

I. TEACHER CENTERS PROGRAM DOCUMENTATION: THE CONTEXT, BACKGROUND AND EXPECTATIONS 171
  - The Context 171
  - The Background 172
  - Expectations 175

II. LOGISTICS OF TEACHER CENTERS DOCUMENTATION--HOW IT WILL WORK 179

III. THE ONE-TIME ONLY REPORT 183
  - Staff 184
  - Policy Board 187
  - Facility 191
  - Staff Services 194
  - Resources 200
  - Summary 205

IV. PREPARING FOR THE TELEPHONE INTERVIEWS 207
  - Policy Board Meeting Report 208
  - Program Activities Report 213
  - Staff Services Report 224
  - Resources Report 226

V. SYNOPSIS OF DEFINITIONS 229

INTRODUCTION

The U. S. educational system, even with its ambition of providing quality education for all of its citizens, is by far the best in the world. Even in the widely maligned area of reading achievement, e.g., a recent international comparison of nineteen of the world's most advanced nations showed this country to be number one. Yet Silverman and other notable scholarly critics who have carefully studied American education in recent years, have concluded that educators generally do not do a good job of articulating what goes on in the system. Even though it works--and usually very well--we do not know very much about how or why it works. Although we now have a substantive national storehouse of educational successes, we have a very poor recording of how it was built. Until recently, the dilemma did not matter a great deal because educators--especially the major contributors to the storehouse, the classroom teachers--did not have much chance to share their successes. So whether or not they could effectively relate and build upon their educational experiences was of little importance. But with the new emphasis on the continuous renewal of all educators, the need to more effectively draw upon the experience of outstanding teachers is a critical one. As the direct sharing of classroom successes becomes an increasingly important approach in the inservice education of teachers, it is equally important that educators learn as much as possible about how this sharing process works. Documentation is one approach to improving our knowledge about how this process and other important parts of the complex American educational enterprise. It is not evaluation; it is objective record keeping. It is a very valuable management tool.

The primary purpose of documentation in the Teacher Centers Program is to help projects to better understand what is happening in their centers--to know better what works and doesn't work--to identify and articulate successful practices. Good documentation will provide a stronger foundation for determining how to effect improvement in Teacher Centers projects as well as supply more complete and accurate centers information for educational leaders and policymakers at the local, State, and national levels. It will, most importantly, strengthen the "sharing of success regarding how we best share successes."

ALLEN A. SCHMIEDER

CHARLES LOVETT

The Office of Teacher Centers
United States Office of Education

PART I

TEACHER CENTERS PROGRAM DOCUMENTATION: THE CONTEXT, BACKGROUND AND EXPECTATIONS

PART I

TEACHER CENTERS PROGRAM DOCUMENTATION: THE CONTEXT, BACKGROUND AND EXPECTATIONS

THE CONTEXT

The Teacher Centers Program has tremendous potential for yielding information that can be translated into programs which truly meet the professional needs of teachers. There is also a parallel potential for losing valuable information unless plans, backed up by commitment, are made to ensure that information is collected and recorded. There is, for instance, the real possibility that the Teacher Centers Program will be successful, yet possess limited information to explain the phenomenon.

One important reason for documenting the Teacher Centers Program is to ensure that information _is_ available to support the success that is widely perceived by those who are involved in the Program. There is clearly a need to provide information to Teacher Centers Program officials so that they can explain the program to others from a foundation of knowledge. It is essential to recognize that the long-term prosperity of any one local project is dependent on the substantiated success of the Teacher Centers Program. It is important to emphasize this point since it is very easy and natural for any one project to overlook this consideration and to look at success only from the very limited perspective of that project.

It is within this context that the documentation effort was conceived. However, unlike most efforts to document federally-funded programs, the effort to document the Teacher Centers Program has been guided by the rule that all documentation activities must relate to the development of information that will aid practitioners in operating local projects. In other words, "showcase" approaches have been deliberately avoided. The emphasis, at all points, has been on obtaining information that is useful in actual program development and implementation at the project level. The strategy has been to develop processes for projects to gather and share information. A continuous check on the perceived usefulness of documentation is built into this strategy in that project participation is totally voluntary. Should the documentation effort ever stray from its primary purpose of helping projects, it will become immediately obvious in that there will be a rapid dwindling of participants.

THE BACKGROUND

All Teacher Centers projects are well aware of the emphasis on sharing, since each project belongs to a Cluster group which meets regularly to discuss areas of common concern. Each Cluster has been very effective in establishing an informal system for sharing information among its constituent projects. This is a most important aspect of the Teacher Centers documentation effort in that it is clearly the most immediately responsive component.

Running parallel to the Clustering activities has been a complementary effort to develop a more formal, standardized approach to documenting many different types of Teacher Centers projects. This component, which has been coordinated by the Syracuse Area Teacher Center, has also been guided by the rule that the information that is developed should relate to project needs. In September, 1978, a Documentation

Working Group* was formed for the purpose of exploring possible approaches to formal documentation of Teacher Centers projects. This group met regularly to consider which areas of teacher center project activity and function would be feasible and worthwhile to document across Teacher Centers projects. The early meetings of this group focused on conceptual matters, as it immediately became apparent that choices would have to be made, i.e., not everything could be documented. In the Winter of 1979, the Syracuse staff clarified the important concepts of a documentation effort considering both the data needs at the project level as well as those at the national level.** Particular attention was given to developing criteria for determining the specifics of the documentation agenda.

Four documentation areas evolved from the efforts of Fall, 1978, and Winter, 1979--"Policy Board Meetings," "Program Activities," "Staff Services" and "Resources." These documentation areas have been conceptualized in such a way that the information collected has the potential of being useful at the local project level. Furthermore, they have been defined in such a way that information can be collected in a standardized way across projects so that generalizations can be made about the national Program.

Once the four substantive areas of the formal documentation effort were delineated, the Documentation Working Group and the Syracuse staff shifted their primary attention to logistical matters and addressed the question, "What is the best way to collect information in these four areas?" This culminated in a Field Test which was designed to compare the relative merits of two data-collection strategies--the mailed questionnaire and the telephone interview. Eight projects were involved in the Field Test which was conducted in Spring, 1979. The telephone interview was found to be the best strategy both from the perspective (ease and convenience) of the project documentors and from the perspective (accuracy and completeness of information) of the Syracuse staff.*

---

*This group included Patricia Weiler from the American Federation of Teachers, Donald McComb from the National Education Association, and the Cluster coordinators--Patricia Kay (City University of New York), Roberta Riley (University of North Carolina at Charlotte), Carolyn Fay (Indianapolis City Schools), Richard Hersh (University of Oregon), Dwain Estes (Education Service Center Region 20, Texas), Joan McDonald and Joseph Wardlaw (Vallejo, CA Unified School District).

**See: Sally K. Mertens and Sam J. Yarger, Documenting Success--A Guidebook for Teacher Centers, Albany: New York State Education Department, 1979.

From all views, the Field Test was successful. But the view that is most important is that of the people who actually did the work involved in formal documentation. Obviously, the Teacher Centers documentation, which is a voluntary endeavor, will only succeed if it is perceived as helpful, and if it does not put an inordinate drain on project resources. Thus, it is appropriate to state that Teacher Centers documentation comes to you recommended by the project directors who participated in the Field Test.

> "Preparing for the interview forced me to make time for reflection. I discovered lots of things--for instance, we had not adequately advertised some of our services."
> Linda Bardonner, Gallatin County (MT) Teacher Center.
>
> "It helped to bring together, into a unified documentation procedure, many record keeping devices we were already using. It helped to clarify exactly what our program activities and services were."
> Wade Scherer, Washington West (VT) Resource Center.
>
> "Documentation required us to take a better look at our project activities--made us better define what we were trying to do."
> Bob Lukes, Western Montana Teacher Center.

---

*See: Sam J. Yarger and Sally K. Mertens, "Documenting Teacher Centers--Report of a Field Test," August, 1979. Available from the Syracuse Area Teacher Center.

"I particularly like the idea of having information about our project compiled and returned to me in an easily understood format. This will definitely help me fill out all my required reports."
Howard Knopf, Atlanta Area Center for Teachers.

"I can put off written reports as long as possible. The interview forced me to be better organized and on a more regular schedule. Things are less likely to pile up."
Sally Vogel, Mid-Coast (ME) TeacherCenter.

"I liked talking about what we are doing rather than writing about it. I really looked forward to the professional interaction."
Jean Owen, Teacher Center of SPEC (NC).

"The documentation project has helped us to improve our internal evaluation procedures."
Sadie Shropshire, Gary (IN) Teacher Center.

EXPECTATIONS

As those who participated in the Field Test learned, documentation has many benefits--some of these were anticipated, but others weren't. As you, in your role of project documentor, begin your involvement in this formal component of Teacher Centers Program documentation, you should carefully consider how your project might use the information for refining and improving its own internal processes. On the other hand, it should be clearly recognized that the Teacher Centers documentation is not designed to accommodate all your project's potential data needs. Although the documentation strategy is very powerful, one should not expect that it can generate information to address each and every specific question that might be asked. But the information that will be collected can be used to address many areas which are believed to be areas of general interest and concern. A sampler of potential questions which might be addressed would include--

- What types of professional development activities do Teacher Centers facilitate?
- What resources and services do Teacher Centers provide?
- Who do Teacher Centers serve? What is the influence of Teacher Centers?
- How are Teacher Centers organized to provide professional development activities, services and resources?
- What is the extent of teacher involvement in Teacher Centers operations?

Information of this type is essential in developing support at both the project and Program levels. Furthermore, solid information about the operation of Teacher Centers can be used to improve the regulations, to improve services from the national office and to improve State technical assistance and dissemination efforts. Finally, any professional who wishes to improve practice in the field of inservice teacher education can only profit from the information gathered from this documentation plan.

The special emphasis, however, has been on developing a documentation strategy that is useful to practitioners operating Teacher Centers. This emphasis might not be extremely obvious in the training materials that follow and which have a very nitty-gritty focus. With the training focus squarely on the bits and pieces of documentation, it may be very easy to lose sight of the overall picture even though every effort has been made to explain the necessary relationships.

In developing the documentation training materials, definitions became a paramount concern. Obviously, a standardized system for collecting data across projects depends on the commitment of all those involved to use a common language. Although the language which is delineated in the training materials may be different than that used in your project, the definitions are not arbitrary and are the result of intense developmental effort that occurred over the period of a year and involved many people with Teacher Center experience.

The training materials that follow are organized into four parts. The first explains the logistics of the documentation plan. There are two essential elements to the process: completion of a One-Time Only Report and participation in regularly scheduled telephone interviews. The second part focuses on developing a detailed understanding of the concepts related to preparing the One-Time Only Report, and the third part emphasizes those related to preparing for the telephone interviews. In the last part, a synopsis of all the documentation concepts is provided in alphabetical form for ready reference.

All of those who have been involved in developing the formal documentation plan are most excited by the prospects. It is sincerely hoped that those new to the process will catch the enthusiasm which propelled the first year's developmental work.

PART II

LOGISTICS OF TEACHER CENTERS DOCUMENTATION--
HOW IT WILL WORK

PART II

LOGISTICS OF TEACHER CENTERS DOCUMENTATION--HOW IT WILL WORK

The documentation Field Test was conducted for the purpose of determining the most feasible process for collecting and recording accurate and standardized information from many different types of Teacher Centers projects. It was found that the regularly scheduled telephone interview, conducted by a trained interviewer, yields the most reliable information and is the most convenient data collection procedure. Therefore, central to the logistics of Teacher Centers documentation is preparing project documentors for the telephone interviews. Thus, "The Help Book" is designed to orientate project documentors to interview procedures as well as to the substantive areas of Teacher Centers documentation.

Each project documentor will first be asked to complete a One-Time Only Report which will provide information in those areas where project information is fairly stable--"Staffing," "Policy Board," "Facilities," established "Staff Services," and "Resources." This information will provide the framework for the subsequent regular telephone interviews and will provide the context for better understanding Teacher Centers operations.

Also, prior to the initiation of on-line data collection, each project documentor will be interviewed by telephone to clarify details of project organization. This Introductory Interview will also provide an opportunity for the documentors to question the Syracuse staff with respect to any details of documentation. Very importantly, it will be an opportunity for the Syracuse staff and each documentor to establish professional and personal rapport. Additionally, the Syracuse staff will develop whatever special logistical arrangements are required for facilitating the data collection from each project, e.g., scheduling the regular telephone interviews.

It is anticipated that the Syracuse staff will be able to begin the regularly scheduled interviews within one month after completion of the Introductory Interview. In each interview, project documentors will be asked to provide information on all activities that have been sponsored, services and resources that have been provided, and Policy Board meetings that have been held. Additionally, any changes in the project organization will be recorded. This information will be elicited only for the time period that has been previously agreed upon by each project documentor and the Syracuse staff interviewer. In the first set of interviews, the focus and emphasis will be on fine-tuning the logistical procedures and the communication processes of the project documentors and the Syracuse interviewers.

If all goes as planned, each documentor and the Syracuse staff should be well prepared and trained for regularly scheduled documentation within two months from the onset of the process. Each project documentor will know quite precisely when the telephone interview will take place (e.g., Wednesday, January 9, at 10:30, and subsequently every third Wednesday at the same time), and will have had practice in gathering the information needed at the time of the interview.

Gradually, the emphasis should begin shifting from process and procedural concerns to an emphasis on improving the quality of information. The Field Test experience has led the Syracuse staff to believe that this shift will probably occur sooner in some projects than in others. In other words, some patience may be required in moving toward the level of precision desired in procedures and communication. If the Field Test can be considered a good sample, the project documentor, in most instances, can probably start looking forward to a "smooth" process in about the third round of interviews.

The tentative, start-up sequence then--

Phase 1

- Orientation to documentation procedures and data-collection areas.
- Completion of ONE-TIME ONLY REPORT.

Phase 2

- Introductory Interviews conducted by Syracuse staff.
- Establish schedule for subsequent on-line interviews.

Phase 3

- First round of scheduled interviews for current project information to individualize and refine the process.

Phase 4

- Regularly scheduled interviews, typically monthly but in some cases bi-monthly.
- Periodic aggregation of information collected from, and for use by, each project.
- Periodic aggregation of all information across projects to develop composite picture of the Teacher Centers Program.

The aggregation of each project's information will be completed in time to facilitate the preparation of the Performance Reports. Each project will receive a complete record of all project information that has been recorded by the Syracuse staff. Confidentiality will be respected at all times and in no instance will the Syracuse staff release project information except to the project which provided the information.

The Syracuse staff will periodically aggregate the information from all the participating projects in order to develop a composite picture of the Teacher Centers Program. It is emphasized that, in developing this composite, the confidentiality of each project will be ensured.

The Teacher Centers documentation effort has the potential of developing information that each project will find useful for a broad range of purposes.* However, it must be underscored that this is a totally voluntary endeavor at every point. Each project must decide for itself in what ways it will use the project information that is recorded by the Syracuse staff. For example, although the documentation areas have been developed in such a way as to be compatible with and feed into many of the required reporting forms, some projects may well decide not to use their aggregated information for these purposes. As another example, some projects may find that the documentation information complements and/or supplements their internal evaluation procedures; in other projects this may not be the case at all. The Syracuse staff is committed to developing the best possible information in several areas of project operations as a service available to each federally funded Teacher Center. Each project must determine for itself how this information can best be used.

---

*See: Mertens and Yarger, Documenting Success--A Guidebook.

PART III

THE ONE-TIME ONLY REPORT

PART III

THE ONE-TIME ONLY REPORT

The organizational information elicited by the One-Time Only Report is essential in developing the context for collecting and understanding information regarding project functions and activities. This first report is focused on project information that is quite stable and unlikely to change over short periods of time.

Definitions and explanations are provided here to aid you in completing the One-Time Only Report. At least half the difficulties in attempting to collect information from many different types of teacher centers are related to the imprecision of the new and evolving teacher center language. As with any set of definitions, some may feel that these are not totally adequate. But, although some difficulties may still exist, the definitions are by no means arbitrary. They have evolved through intensive developmental effort over the period of one year and have been field-tested. In short, they are the best guide that is currently available and have been proven useable as well as useful.

Definitions will be presented here as they relate to the One-Time Only Report format. For additional clarification, examples will be presented which reflect varying situations. Consider the definitions as general rules and look to the examples for guidance with respect to level of specificity.

STAFF

For each staff position please indicate the following details--

- title,
- primary role and tasks,
- percentage of time on Teacher Centers project, and
- previous job title and years in last position.

"Staff," within the context of the teacher center concept, has taken on new and variable meanings which reflect the responsive and evolutionary nature of teacher centers. Therefore, we must be careful to clarify even this term, which in most other contexts has quite specific meaning.

"Staff," for documentation purposes, includes--

- all those who have an on-going occupational role with the Teacher Centers project.

These staff members may be either full- or part-time, and considered either professional or non-professional. Central to the definition is that these people are permanently attached to the Teacher Centers project. "Staff" does not include those who work in another role capacity, even though they may, on occasion, be retained for a specific, short-term Teacher Centers project purpose, e.g., a teacher who is paid for running a workshop after school.

"Primary role and tasks" is concerned with what it is the staff person(s) actually does. "Primary" has both temporal and priority dimensions. It is important to know not only which tasks are most time consuming but also those which are of the highest priority. For example, preparing the newsletter may be a primary task of an assistant director yet only consume one day per month. On the other hand, another assistant director may devote many hours to manning a materials distribution center, a task which may not have been specified in the formal job description. Still, in other instances, a particular task may be of the highest priority and also be the most time-consuming.

So "primary role and tasks" includes--

- all those things that a staff person does which are time consuming and/or very important in terms of the project priorities.

"Primary role and tasks" may or may not relate to the formal job description for any one position. For purposes of documentation, the focus is on what each staff person is actually doing now that the teacher center is funded and operating, rather than on those tasks which seemed important at the time the proposal was written or when staff was selected.

"Percentage of time on Teacher Centers project" should be relatively easy to calculate assuming one has already delineated the population of "staff" to permanent, long-term employees.

"Previous job title and years in last position" may require some research. "Previous" means immediately prior to assuming a position with the federally-funded Teacher Centers project. There will be no attempt to document the entire professional career of each person associated with the project.

EXAMPLE 1
Title: Project Director
Primary role and tasks: management of budget, including authorization of expenditures; supervision of staff; regular reports to Policy Board; coordination of all professional activities and services, including retaining consultants.
Percentage of time on Teacher Centers project: 100%
Previous job title and years in last position: teacher; 8 years.

EXAMPLE 2
Title: Assistant Teacher Center Director
Primary role and tasks: responsible for operation of "Make and Take Lab," including maintaining materials and providing assistance; placement and supervision of student teachers.
Percentage of time on Teacher Centers project: 75%
Previous job title and years in last position: graduate student; 2 years.

EXAMPLE 3
Title: Secretary
Primary role and tasks: clerical; processes all requests for delivery of materials to various schools.
Percentage of time on Teacher Centers project: 100%
Previous job title and years in last position: secretary; 5 years.

EXAMPLE 4
Title: Media Technician
Primary role and tasks: maintains all equipment; coordinates in-classroom video-taping service; collects materials for "Scrounge Center."
Percentage of time on Teacher Centers project: 100%
Previous job title and years in last position: teacher aide; 1 year.

In providing descriptions of the various staff positions try to use words which communicate as clearly as possible. For instance, before you write down "runs Teacher Center" try to think out what this means in terms of the most important and most time-consuming tasks. On the other hand, providing too many details will result in data over-load. It is recognized that the project documentor is being asked to tread in a not-easily-defined middle ground of specificity. But if there are communication difficulties, every effort will be made to resolve them in the first Introductory Interview.

POLICY BOARD

Indicate the number of Policy Board members, voting and non-voting, by role group--

- teachers
- school district administrators
- institutions of higher education
- Teacher Center staff

"Policy Board" probably needs very little in terms of definition, as the Teacher Centers Program regulations define that body quite specifically. "Voting members" are those who participate in the formal decision making process. "Non-voting members" are those who serve on the Policy Board ex officio; their input in Policy Board deliberations is accepted, yet they do not have voting privileges in the formal decision making process.

"Role group" means the primary professional affiliation of the individual Policy Board members. Information will be collected for four role groups--teachers, district administrators, higher education personnel, and Teacher Center staff.

Classroom teachers K-6 should be counted as "elementary teachers;" teachers 7-12 should be counted as "secondary teachers." Vocational and special education teachers should be identified separately. All other teachers working in special areas should be counted as "other."

Members representing the school district who have administrative responsibilities for specific schools should be counted as "building" administrators. These would include such titles as "principal" and "assistant principal." Administrators who have district-wide responsibilities should be counted as "central office" administrators. These would include such titles as "curriculum supervisor" and "inservice coordinator."

Higher education members should be counted as "professors" unless they have specific administrative titles such as "Dean" or "Director of Extension Services."

All Teacher Center staff members who attend Policy Board meetings should be counted as either "voting" or "non-voting" members.

"Other" categories are provided where clear distinctions cannot be made.

Please provide the following Policy Board information--

- professional role group of chairperson
- schedule of regular meetings
- release time policy
- process for developing agenda
- standing committees

Professional role group of chairperson?

"Chairperson" is whoever is formally designated with responsibility for convening and conducting Policy Board meetings. "Professional role group" is the primary professional affiliation of the chairperson, for example--teacher, professor, central office staff, or Teacher Center staff.

How often are regularly scheduled meetings convened?

"Regularly scheduled" is the key concept in this question. How often is the total Policy Board membership convened according to a pre-established schedule?

EXAMPLE 5
The Policy Board meets the first Monday of every month at 7 P.M.

EXAMPLE 6
The Policy Board meets once per month, usually on Wednesday afternoon.

EXAMPLE 7
The Policy Board meets only twice per year as announced by the Chairperson. Standing committees meet monthly.

How many times has the Policy Board met since notification of intent to fund?

As in the last question the focus here is on the number of regularly scheduled meetings planned for the total Policy Board membership. Develop an estimate based on the number of months since notification of funding and the number of regular meetings per month.

> *EXAMPLE 8*
> *The Policy Board has met once per month (excluding July and August) since notification in August, 1978 for a total of 12 meetings.*

> *EXAMPLE 9*
> *Our Policy Board meetings are flexibly scheduled, approximately every six weeks, by the Chairperson. I would say we have met as a total group about 11 times since notification in July, 1978.*

Is release time provided for teacher members?

"Release time" refers to the practice of providing substitute teachers to free teachers temporarily from classroom duties to participate in Teacher Centers activities. Answer "yes" if substitute teachers are provided so that teachers can attend Policy Board meetings held during the school day.

What is the process for getting an item on the Policy Board agenda?

"Agenda" is a preannounced listing of business to be conducted at the meeting. Although many Policy Boards function without the use of agendas, for those that do, it is important to know how the agendas are developed.

"Process"--what is it? How does an item of interest or concern become an agenda item? What steps must be followed? Does the Chairperson or a standing committee prepare the agenda? If so, how are potential agenda items proposed to that person or group which develops the agenda? Some agendas may be developed through an informal process, with no prespecified steps that "must" be followed. In these cases, it is important to know some of the informal ways the agenda may be developed.

> *EXAMPLE 10*
> *Our Policy Board does not use a preannounced agenda. At meetings the Chairperson calls for "old business" and "new business." Roberts Rules of Order are followed in conducting the meeting.*
>
> *EXAMPLE 11*
> *We have an Agenda Committee which meets two weeks prior to every Policy Board meeting to consider all written agenda proposals which have been received since the last meeting. Each person submitting an agenda proposal is informed of the action taken.*
>
> *EXAMPLE 12*
> *We use an agenda. But the process for developing it is quite informal. Anyone who wants an item discussed merely notifies the Chairperson. All items are accepted, although some may be delayed because of time considerations.*

What standing committees are there?

"Standing" committees are those sub-groups of Policy Board members which are designated to serve for a long-term and specific purpose(s). They are distinguished from "ad hoc" groups which are established, as needs arise, to achieve short-term objectives.

> *EXAMPLE 13*
> *My Policy Board has no standing committees.*
>
> *EXAMPLE 14*
> *There are five Standing Committees--"Agenda," "Budget," "Personnel," "Program," "Facilities."*

FACILITY

For each Teacher Center facility please provide brief description and the following details--

- former useage
- current use
- how many schools served
- average travel time required
- hours of operation

Getting a definitional handle on "facility" may be difficult in that many facilities--in being responsive environments--are very short-term in nature. Documentation will only be concerned with permanent, intact facilities. In considering whether or not your project has a "facility," the following definition may be helpful. "Facility" includes--

- a building(s), or room(s) that is exclusively associated with the Teacher Centers project in that currently it serves no other purpose.
- a mobile unit, such as media van, which is associated exclusively with the Teacher Centers project.

Not included as a "facility" is a room(s) or other space(s) which has another primary useage and which is used only on occasion for teacher center purposes.

In providing a brief description of the facility give whatever details would give one a general picture of what it looks like. It is not necessary at this point to describe physical resources which are available; these will be delineated in another section of the report.

Many, and probably most, Teacher Centers projects are operating out of space, which prior to federal funding, served another purpose. Simply indicate what the space was known as prior to being called a "Teacher Center."

Information regarding how, or for what purposes, the facility is used is most helpful in developing the picture of what it looks like. Please indicate if there is space available for such purposes as--using equipment, making materials, professional library, curriculum library, videotaping, meetings, using computers, or lounging.

There are three details requested which are concerned with the accessibility or availability of the facility. The first asks for the "number of schools served." Count all those schools which are officially and currently within the service area. However, if it is known that realistically teachers from some of these schools never use the facility, please indicate this as well. This may very well be the case if a facility officially serves a very large geographic area.

In determining the "average travel time," only approximations are expected. In making an estimate, use the travel time in minutes that is required with the most common means of transportation, to reach the facility. Of course the approximations will be based on your personal knowledge of the service area--How many minutes would you allow yourself to make the trip from the facility to the school(s) in the service area? If there are multiple schools in the service area, then calculate the total number of travel minutes and divide by the number of schools.

In specifying the details of "when the facility is operated," it is important to provide only information with regard to regularly scheduled hours.

EXAMPLE 15
Briefly describe. Three adjoining rooms in a school.
Former primary useage. Classrooms in elementary school.
Used for. Houses curriculum library; specific space for materials development and using equipment; includes teacher lounge area.
Number of schools served. Centrally located to serve five schools.

Average travel time. Ranges from less than five minutes for teachers in the school to 25 minutes for those teachers most distant. I would estimate average travel time at about 15 minutes.
When is site operated? Monday-Friday, 8 A.M. to 6 P.M.

EXAMPLE 16
Briefly describe. Van--about 9x30 ft. of useable space.
Former primary useage. School bus.
Used for. Taking curriculum and professional materials to teachers. "Make & Take" materials are available. Dark room.
Number of schools served. Five.
Average travel time. Not applicable. On-site.
When is site operated? Is regularly available at each school one day per week, 9 A.M.-5 P.M.

STAFF SERVICES

For each staff service please provide a brief description and the following information--

- title of staff person responsible for
- logistical details
- method of advertisement

"Staff Services" are those human support systems which are regularly available over a long period of time and which are provided in an organized manner. "Services" refers to the specific help that staff members provide directly to individual teachers* (e.g., classroom consultations). "Services" also refers to specific help that staff members facilitate (e.g., matching teachers, computer searches).

"Services" includes--

- all organized staff support systems which are continuously available on an on-going basis over an extended period of time and are publicly recognized as well-established program components.

Therefore, "Services" does not include the spontaneous provision of professional help to teachers. Although the importance of these informal supports, that are available in many Teacher Centers projects, is fully recognized, they simply do not lend themselves to documentation. Established Staff Services can be distinguished from those that are not established in that they have a name (e.g., "Hotline," "Computer Search Service," "Newsletter," "Demonstrations," "Classroom Advising," "Matching Teachers") and teachers have information as to how they can avail themselves of the service (i.e., service descriptions have been provided to teachers in the service area).

Many projects have the capability to, and do in fact, provide a broad range of services. However, sometimes these have not been delineated and thus have not been advertised. Therefore, in some instances, it may be necessary to more clearly delineate a staff service if we are to document or to keep track of the service's utilization.

---

*"Teachers" will be used to refer to all eligible clients of Teacher Centers projects as specified in the Regulations.

> *EXAMPLE 17*
> *Title: Videotaping.*
> *Briefly describe. Instructional Specialist videotapes prearranged teaching episode. Each taping session is preceded by a session in which specific teaching plans are discussed by the teacher and the specialist, and followed by a session in which the teacher and specialist analyze the tape.*
> *Staff person responsible. Instructional Specialist.*
> *When and how is service available? Teacher calls Center and makes appointment.*
> *How do teachers know this service is available? Full description provided in monthly newsletter distributed to all teachers in the service area.*

> *EXAMPLE 18*
> *Title: Newsletter.*
> *Briefly describe. Announcements and articles of professional interest.*
> *Staff person responsible. Assistant Director*
> *When and how is service available? Monthly. Distribution by mail.*
> *How do teachers know this service is available? It comes to them in their personal mailboxes!*

> *EXAMPLE 19*
> *Title: Matching Service.*
> *Briefly describe. A file is kept on teachers able to provide specific help. Release time is available so that "helping" teachers can assist those who request help.*
> *Staff person responsible. Secretary.*
> *When and how is service available? Teachers request help by calling the secretary who makes the "match."*
> *How do teachers know this service is available? "Orientation to the Teacher Center" program held in each service area school in September. Also described in weekly newsletter.*

EXAMPLE 20

Title: Advisory Service.

Briefly describe. The Director and Assistant Director are available to consult with teachers either at the Center or in schools. These consultations cover a broad range of needs but are usually with respect to instructional matters. Sometimes, rather than providing direct help, the staff members facilitate by linking teachers with other sources of professional help.

Staff person responsible. Director and Assistant Director.

When and how is service available? Teacher calls Center and makes appointment.

How do teachers know this service is available? Newsletter and through presentations by staff members at faculty meetings.

How will teacher use of the service be documented? Staff will record number of consultations as separate entry in Daily Log Book. Each appointment with a teacher is counted as a separate utilization of this service.

EXAMPLE 21

Title: On-Site Consultations.

Briefly describe. Staff is available to work directly with teachers in classroom.

Staff person responsible. The four Instructional Consultants.

When and how is service available? The Instructional Consultants serve each school one day per week on a rotating schedule. Any teacher who desires consultation can schedule time with an Instructional Consultant by contacting the school secretary.

How do teachers know this service is available? Newsletter and poster in each school office.

How will teacher use of the service be documented? Instructional Consultants keep record of who they work with.

EXAMPLE 22

Title: Drop-In Consultations.

Briefly describe. Staff available on informal basis to consult with teachers at the Teacher Center.

Staff person responsible. Director.

When and how is service available? During Center hours: Monday-Friday, 8:00-5:00.

How do teachers know this service is available? Newsletter, word of mouth plus ready availability of the Director.

How will teacher use of the service be documented? Director keeps record of one-to-one work with teachers. Additionally, teachers, as they leave the Center, indicate on a checklist what they did while they were there.

EXAMPLE 23

Title: Curriculum Development Consultations.
Briefly describe. Professional staff works with teachers in developing curriculum to meet special classroom needs.
Staff person responsible. Three Curriculum Specialists--one each in the areas of Language Arts, Mathematics, Social Science.
When and how is service available? By appointment with the Specialists. Usually made by calling the Center.
How do teachers know this service is available? Newsletter, word of mouth and school district "Bulletin."
How will teacher use of the service be documented? Curriculum Specialists keep activity logs.

EXAMPLE 24

Title: Teacher Project Consultations.
Briefly describe. Site coordinators provide specific help to teachers with respect to the Teacher Center incentive program. This includes help in writing as well as in implementing individual projects.
Staff person responsible. Three site coordinators.
When and how is service available? During regular hours at each of the three sites. Either by "drop in" or appointment.
How do teachers know this service is available? Newsletter. Twice a year, when applications are being received, the site coordinators go door-to-door in schools advertising their availability to help in developing mini-proposals.
How will teacher use of the service be documented? Site coordinators keep records of all teacher contacts.

EXAMPLE 25

Title: Materials Development Assistance.
Briefly describe. Materials Specialist available to give special help in developing instructional materials.
Staff person responsible. Materials Specialist.
When and how is service available? Daily: 9:00-12:00 at Jamestown site, 1:00-4:00 at Springside. Teachers can drop in during these hours.
How do teachers know this service is available? Newsletter. Very visible at the Center. Can't miss her.
How will teacher use of the service be documented? "Teacher Sign-Out Sheet." This is posted by the door. Teachers check what Services and Resources they availed themselves of while at the Center.

EXAMPLE 26

Title: Clinical Observations.
Briefly describe. Teacher Specialists are available by appointment to observe teachers in the classroom and provide specific feedback. This sometimes involves videotaping.
Staff person responsible. Two Teacher Specialists.
When and how is service available? Teacher initiates by calling the Center and making an appointment. The actual observation is always preceded and followed by consultation.
How do teachers know this service is available? Newsletter, word of mouth.
How will teacher use of the service be documented? The Specialists keep records of their work with teachers.

EXAMPLE 27
Title: Follow-Up.
Briefly describe. Each month the Center has a focus area, i.e., a number of workshops related to the same topic. All staff members are trained each month to provide in-classroom follow-up in the focus area. The purpose is to help teachers relate the workshops to specific classroom situations.
Staff person responsible. Director, Assistant Director and the three Instructional Specialists.
When and how is service available? Only teachers who have participated in the focus workshops are eligible. Teachers initiate appointments with the staff.
How do teachers know this service is available? The follow-up service is announced and described at each workshop.
How will teacher use of the service be documented? Each staff person keeps a daily log.

EXAMPLE 28
Title: "Teacher Leader" Assistance.
Briefly describe. We actively solicit teachers to present workshops. All teachers who are interested are provided direct assistance in preparing for and actually conducting workshops.
Staff person responsible. The two Assistant Directors.
When and how is service available? At the mutual convenience of the teacher leader and staff person.
How do teachers know this service is available? Newsletters, faculty presentations. It is a Teacher Center policy that all teacher leaders must work with a staff member in preparing to run workshops.
How will teacher use of the service be documented? The Assistant Directors keep records of assistance provided in this area.

EXAMPLE 29
Title: Classroom Demonstrations.
Briefly describe. Upon teacher request staff members go into classrooms and demonstrate specific instructional management skills in working with children.
Staff person responsible. Three instructional coordinators.
When and how is service available? By calling the Teacher Center.
How do teachers know this service is available? The last page of every monthly newsletter has a complete description of all Teacher Center Services and Resources.
How will teacher use of the service be documented? The coordinators keep logs. "Demonstrations" are a specific entry.

EXAMPLE 30
Title: Materials/Equipment Matching.
Briefly describe. Staff links teachers with appropriate materials and/or equipment.
Staff person responsible. Media coordinator and secretary.
When and how is service available? Teachers call the Center with their specific requests.
How do teachers know this service is available? Word of mouth. There is a display in all Teachers' Rooms in the service area describing all the things available through the Center.
How will teacher use of the service be documented? Staff members record each "match" they facilitated.

EXAMPLE 31

Title: Computer Search.
Briefly describe. Staff is able to search computerized information banks for specifically relevant and appropriate resources.
Staff person responsible. Resource Clerk.
When and how is service available? Teachers call the Center or fill in "Request Form."
How do teachers know this service is available? Newsletter as well as a one-time only publication called "How to Get the Most Out of Your Teacher Center."
How will teacher use of the service be documented? Clerk keeps track of this. Number of teachers served and the number of accesses are counted. In reporting to Syracuse we will only report the number of teachers served. Each time a teacher uses, the service will be counted separately.

EXAMPLE 32

Title: Center-on-Wheels.
Briefly describe. This is a van which visits each school for one-half day per week. It is essentially outfitted for make-and-take. It also carries instructional materials "on loan" from the Center to teachers who have made specific requests.
Staff person responsible. Instructional Materials Specialist.
When and how is service available? On site, one-half day per week according to pre-announced regular schedule.
How do teachers know this service is available? Can't miss it! Very high profile operation.
How will teacher use of the service be documented? Sign-out sheet in the van. Specialist keeps track of deliveries made.

EXAMPLE 33

Title: Delivery Service.
Briefly describe. Director delivers materials/equipment which teachers have requested from the Center.
Staff person responsible. Director.
When and how is service available? On-site on a pre-announced schedule posted in each school office.
How do teachers know this service is available? Word of mouth, newsletter, director's personal contacts with teachers. Word travelled very fast on this one. Importance of this service can only be understood if one appreciates how rural and isolated we are.
How will teacher use of the service be documented? Director counts the number of teachers served in this way.

EXAMPLE 34

Title: Hotline.
Briefly describe. Twenty-four hour telephone answering service which records teacher requests for materials and other assistance.
Staff person responsible. Secretary.
When and how is service available? Just call the Center.
How do teachers know this service is available? Newsletter.
How will teacher use of the service be documented? Count number of times teachers are facilitated.

RESOURCES

For each resource please provide a brief description and the following information--

- title of staff person responsible for
- logistical details
- method of advertisement
- cost

"Resources" are the materials, equipment and monies available for individual use, which are provided in an organized manner over a long period of time. Often these (usually not money, however!) are available at the teacher center facility or for use directly in classrooms. As with "staff services," it is important that each resource have a name so that documentation data can be recorded regarding utilization. "Resources" includes professional development aids such as--Make and Take Lab, curriculum library, equipment lending library, dark room, Scrounge Center, incentive grants. Thus, "Resources" includes--

- all materials, equipment and monies available for individual use which are provided in an organized manner over a long period of time.

There may be some hair-splitting here as the project documentor is trying to distinguish between "Resources" and "Services." In other words, an arbitrary decision may be required. Take, for instance, "utilization of computers." On the one hand, this is clearly a piece of equipment and, therefore, qualifies as a "Resource." On the other hand, use of the computer may depend entirely on the facilitative efforts of a staff person and therefore qualify as a "Service." The decision regarding which documentation category to use for counting, for example, computers should be based on its use. Continuing with the example, "utilization of computers" might rightfully be counted in both documentation categories.

Teachers might have the skill to independently use the Teacher Center computer ("Resource"). But also the staff might perform computer searches ("Staff Service").

EXAMPLE 35
Title: Library.
Briefly describe: About 1,000 professional volumes; subscriptions to 18 professional journals.
Staff person responsible. Secretary.
When and how available? Located in the Teacher Center which is open Monday through Friday, 9 A.M.-7 P.M. Lending privileges.
How do teachers know this is available? Highly visible physical component of Teacher Center.
How much did it cost to establish and/or maintain? Initial expense of about $5,000. Budgeted for $500 this year.

EXAMPLE 36
Title: Incentive Grants.
Briefly describe: Money available to fund individual teacher projects not exceeding $100.
When and how available? Teachers submit proposals to Standing Committee of Policy Board.
Staff person responsible. Director.
How do teachers know this is available? Posters in each school.
How much did it cost to establish and/or maintain? $4,000 available this year.

EXAMPLE 37
Title: Equipment.
Briefly describe. Laminator, thermofax, primary typewriter, computer terminal, VTR, dry mount press, kiln.
Staff person responsible. Resource Specialist.
When and how available? At Teacher Center.
How do teachers know this is available? Word of mouth.
How much did it cost to establish and/or maintain? About $10,000 invested thus far.

EXAMPLE 38
Title: "Freebies."
Briefly describe. Essentially a recycling operation which includes just about every conceivable type of material contributed by a wide range of donors.
Staff person responsible. Van driver.
When and how available? Special processing and distribution room at the Teacher Center.
How do teachers know this is available? Listed monthly under "Teacher Center Resources" in the newsletter.
How much did it cost to establish and/or maintain? Zero!

EXAMPLE 39

Title: Lending Collection of Instructional Materials.

Briefly describe. Collection of many instructional aids which teachers can use directly in the classroom. Includes games, curriculum enrichment kits, supplementary workbooks, many different series of ditto masters as well as many manipulatives particularly in math.

Staff person responsible. Secretary.

When and how available? Available in special section of the Center. Teachers may borrow for one-week periods.

How do teachers know this is available? Highly visible display in the Center.

How much did it cost to establish and/or maintain? No direct expenditure. We pulled together many odds and ends which were scattered throughout the district.

How will teacher use of this resource be documented? Teachers must sign out materials.

EXAMPLE 40

Title: HELPO.

Briefly describe. This is a computerized information system. We have a terminal in the Center and access to five different information systems.

Staff person responsible. Director and Secretary.

When and how available? Available during Center hours, Monday-Friday, 9:00-5:00 and Saturday, 9:00-1:00. Workshops are held the first Monday of every month to teach teachers how to use the terminal and the information systems. So far we have trained 110 teachers.

How do teachers know this is available? Workshops are announced in the newsletter.

How much did it cost to establish and/or maintain? Terminal cost $1400.

How will teacher use of this resource be documented? Teachers must sign in with the secretary before using the terminal.

EXAMPLE 41

Title: Only the Best Box.

Briefly describe. This is a file drawer of teacher ideas organized by grade level at the elementary level and by subject area for secondary.

Staff person responsible. Secretary.

When and how available? Located in Teacher Center. Available for use during regular hours.

How do teachers know this is available? Mostly word of mouth.

How much did it cost to establish and/or maintain? No direct expense. "Admission" is "charged" at every workshop, i.e., each participant is asked to submit an idea for the box.

How will teacher use of this resource be documented? Teachers sign "Check Out" sheet. The "Best Box" is a separate column for checking. Additionally, we have a testimonial poster next to the box where teachers make informal entries as to what ideas they think they might try or have tried.

EXAMPLE 42
Title: Connections Directory.
Briefly describe. This is a loose-leaf notebook of people in the community who can be of special help to teachers, for example in arranging special field trips or in providing speakers for classroom projects. This is loose-leaf because we make a special effort to keep the information current.
Staff person responsible. Director and Secretary.
When and how available? Available during Center hours.
How do teachers know this is available? Newsletter. Additionally, many teachers know about it specifically because they have made a recommendation.
How much did it cost to establish and/or maintain? Nothing. We initially started it by asking teachers to recommend community resources they had found useful. We update by having the recommendation form a regular feature in the monthly newsletter.
How will teacher use of this resource be documented? This is quite difficult to get an accurate count on with respect to actual use within any one report period. All we can provide is an estimate of use. Teachers are asked to check the Sign-Out sheet by the door.

EXAMPLE 43
Title: Audio-Visual Equipment.
Briefly describe. Four tape recorders, two film projectors, three slide tape machines, three VTR packs, five Language Masters.
Staff person responsible. Media clerk.
When and how available? Can be checked out for three-day periods.
How do teachers know this is available? Newsletter.
How much did it cost to establish and/or maintain? All this is on indefinite loan from the school district. We are providing a service to the district and the teachers by handling the logistics of getting this equipment in and out of classrooms.
How will teacher use of this resource be documented? Media clerk keeps careful record of teacher use. Teachers must sign out equipment.

EXAMPLE 44
Title: Photography Lab.
Briefly describe. A fully-equipped darkroom for photographic production.
Staff person responsible. Assistant Director.
When and how available? During Center hours. Special arrangements can also be made for using evenings and weekends.
How do teachers know this is available? Newsletter, word of mouth. Also, photography workshops are standard in our programming.
How much did it cost to establish and/or maintain? $3000. Plus we have budgeted $500 for supplies this year.
How will teacher use of this resource be documented? Teachers sign "Resource Log" and indicate what resource(s) they used.

EXAMPLE 45
Title: Release Time.
Briefly describe. Substitutes are available for teachers who wish to participate in certain workshops offered during the school day or to visit other classrooms during the day.
Staff person responsible. Policy Board Chairperson.
When and how available? Teachers apply to the Policy Board for release time. A standing committee screens all requests.
How do teachers know this is available? Newsletter. Every issue explains necessary procedures.
How much did it cost to establish and/or maintain? $3000. Arrangements have been made with the district to support 100 release days this year.
How will teacher use of this resource be documented? Count of the number of teachers who actually use release time during a report period.

EXAMPLE 46
Title: Professional Development Fund.
Briefly describe. Money available to support teacher participation in activities offered by other institutions or groups. Can be used to support travel out of the area, for example, to conferences.
Staff person responsible. Director.
When and how available? Teachers must submit detailed application to the Policy Board which considers all requests over $100. A standing committee can make decisions on requests for less than $100.
How do teachers know this is available? Newsletter, word of mouth.
How much did it cost to establish and/or maintain? $2000 this year.
How will teacher use of this resource be documented? Count of awards made each report period.

EXAMPLE 47
Title: Tuition Reimbursement.
Briefly describe. Money available to support teacher enrollment in courses offered through the U. of D. School of Education.
Staff person responsible. Director.
When and how available? Courses which carry tuition reimbursement are approved by the Policy Board. Teachers must pre-register and establish need for the credit.
How do teachers know this is available? Semi-annual bulletin.
How much did it cost to establish and/or maintain? $3000.
How will teacher use of this resource be documented? Count of number of teachers that use.

SUMMARY

The One-Time Only Report was developed to provide a context for collecting and understanding information regarding project functions and activities. It is focused on recording organizational data that is typically quite stable and unlikely to change over short periods of time. By contract, the regularly scheduled telephone interviews are designed to collect information on Policy Board meetings, project activities and on utilization of staff services and resources during set time intervals; also, they will provide an opportunity to update, if necessary, the first report. The One-Time Only Report and the regularly scheduled interviews, therefore, are designed to complement each other as documentation processes.

PART IV

PREPARING FOR THE TELEPHONE INTERVIEWS

PART IV

PREPARING FOR THE TELEPHONE INTERVIEWS

It has been found that the best way (both in terms of convenience and quality of data) to find out what is occurring in projects is to call and ask. Project documentors will be called by a Syracuse staff interviewer on a regular schedule that has been designed for mutual convenience. Typically, this will occur monthly, but in some cases (particularly in multi-site projects) a semi-monthly schedule may be more appropriate.

The schedule will be developed by the project documentor and the Syracuse interviewer in the first Introductory Interview. The documentors will therefore know precisely when they will be asked to provide certain information. This section will delineate the areas of questioning which will be covered by the interviewer for each telephone report period. It will also provide some suggestions for collecting information which will be helpful to project documentors in preparing for the interviews.

As with the One-Time Only Report, it is important to establish a common language so that the project documentor and telephone interviewer can communicate with ease and accuracy. Many of the terms should be quite clear by the time the One-Time Only Report and Introductory Interview are completed. However, it should be emphasized that a "perfectly clear and smooth" report will probably not be the norm on the first round of interviews. In fact, some project documentors may find the first interviews long, perhaps tedious, or even exasperating. This, in fact, was the case in a few of the Field Test interviews. But in the Field Test it was also found that once the initial pain was over, project documentors began to look forward to the telephone reports. Hopefully, the guides that are presented here will speed the developmental process along. Definitions and suggestions will be presented in four areas of project documentation--"Policy Board Meetings," "Activities," "Staff Services" and "Resources."

POLICY BOARD MEETING REPORT

The One-Time Only Report has been designed to elicit very important information on Policy Board structure and organization. It is also very important to collect information on Policy Board processes. Both types of information are essential in developing an understanding of the Policy Board, which was quite specifically delineated by the regulations and which most clearly distinguishes the Teacher Centers Program from other types of teacher centers. The Policy Board is the one element that all federally-funded teacher centers share. It is, therefore, paramount that information is obtained on this very important feature.

The big question is, Does the Policy Board provide an effective mechanism for involving teachers in decisions regarding their own professional development? This question, of course, cannot be completely answered by the documentation strategy that is being used. (An intensive, on-site research effort would be required.) However, documentation can provide first-generation data that can be related to the bigger issue. For example, In what areas of decision making does the Policy Board operate?, and Who participates in the decision making? If the Teacher Centers Program documentation succeeds in collecting good information in only these two areas, it will have made a major contribution to an understanding of the Program.

The following Policy Board questions will be asked in the regularly-scheduled telephone interviews:

- What was the date and duration of the Policy Board meeting?
- Who attended?
- What decisions were made?

What was the date and duration of the Policy Board meeting?

"Policy Board meeting" refers only to those meetings that are scheduled for the total Policy Board membership to discuss teacher center business. Information will not be requested for related committee meetings, or for informal gatherings of Policy Board members. The data requested by this question, therefore, is quite easily obtained and in most instances the project documentor will be reporting on only one or two meetings in each telephone interview. The documentor should simply keep a record of when the Board met and how long the meeting was.

EXAMPLE 48
The Policy Board met on October 10th from 4:00 until 5:30 P.M.

Who attended?

Although for project purposes attendance is probably taken by name, the project documentor will be asked in the interview to report attendance information only with respect to role group. In the Field Test, it was very difficult to get this information. This was surprising since it would appear "attendance" would be very routine information. Obtaining this information might be simplified and facilitated if the project documentor were to develop a standardized form for recording attendance at each meeting. A completed form might look something like this--

POLICY BOARD MEETING
Date: November 1st
Called to order: 7^{30} P.M.
Adjourned: 9^{15} P.M.

VOTING MEMBERS
Teachers
- Margaret Loomis ✓
- Betty Gray ✓
- Robert Smith ✓
- George Abbott ✓
- Les Pursiano ✓
- Cindy Dailey

School District Administrators
- John Sauerborn ✓
- Beth Snead ✓

Higher Education
- Jack Weinstock ✓
- Marie Mungovan

Other
- Sister Mary Joseph ✓

NON-VOTING MEMBERS
- Jane Murray - Teacher Center Director ✓
- Gene Jones - Research Associate

If a form such as this were available in multiple copies, it would seem an easy task for someone to merely check off attendees at each meeting. Then it would also be quite simple for the project documentor to calculate the totals by role groups in preparation for the telephone interview.

> *EXAMPLE 49*
> *Eleven of the thirteen members were present: 5 teachers, 2 administrators, 1 higher education representative and 1 non-public school representative. Two non-voting members, both Teacher Center staff, were also present. Those absent were 1 teacher and 1 higher education representative.*

What decisions were made?

Documentation will focus on recording the decisions made by the Policy Board. Assuming conventional parliamentary procedures were followed (e.g., Roberts Rules of Order), "decisions" would be those matters voted on. However, it is already known that some Policy Boards operate effectively without adhering to parliamentary procedures. In still other projects, Policy Boards use a combination of formal and informal procedures. Therefore, documentation cannot be based on any assumptions regarding standard operating procedures for decision-making.

The intent of this question is to determine the decision areas in which the Policy Board operates. The documentation interviewer will want to know what issues were put before the Policy Board for approval. So "decision" can perhaps be best defined with respect to "approval" rather than with respect to any particular approval procedure. What items did the Policy Board approve? What items were presented that did not receive Policy Board approval?

In some projects the Policy Board is involved in almost all areas of teacher center operation and the list of decisions is likely to be quite long. In other projects there is more differentiation and delegation of decision-making responsibilities to teacher center staff members. The list of decisions made by Policy Boards in these projects is likely to be quite short and be focused on policy areas.

EXAMPLE 50
Decisions made by the Policy Board on November 1.
The Policy Board approved the following:

1. *Teacher request to attend conference at teacher center project cost of $200.*
2. *To advertise "media coordinator" staff position.*
3. *Parent group request to use teacher center facility for a meeting.*
4. *Teacher request for release time to visit another classroom.*
5. *Teacher center director's request for $30 to buy make-and-take materials.*
6. *Assistant director's recommendation to explore possibility of offering a summer program.*
7. *Motion to hire evaluation consultant.*
8. *Five teachers' requests for mini grants, all under $50.*

9. *Motion to schedule additional Policy Board meeting this month to finish considering this meeting's agenda.*

The Policy Board did not approve the following:

1. *Motion to establish committee to consider and act on mini-grant proposals for less than $100.*

EXAMPLE 51

The Policy Board met on October 16 and approved the following:

1. *Motion that a teacher can attend no more than one conference or other professional meeting per academic year with teacher center financial support.*
2. *Director's recommendation that the Resource Coordinator have "carte blanche" in expending the $2,000 remaining in the "supplies" budget.*
3. *Motion to establish a standing committee to consider all program activity proposals. This committee will meet twice per month with the Director and will make program recommendations to the Policy Board.*
4. *Four of the mini-grant proposals for over $200 which had been recommended by the "Incentives Committee."*

The Policy Board rejected the following:

1. *One mini-grant proposal that had been recommended by the "Incentives Committee."*

As these examples demonstrate, not all Policy Board processes will be recorded. Obviously, much occurs at almost every Policy Board meeting that does not involve consideration of business items that require specific approval. But, if documentation can get a handle on what types of decisions are being made by the Policy Board, much can be learned which will help answer the big question regarding involvement in teacher center decision-making.

It is assumed that Policy Boards keep records of their proceedings, usually in the form of chronological minutes. The interviewer certainly will not be able to process or record the entire proceedings of any meeting. It would be most helpful if, in preparing for the telephone interview, the project documentor would organize the proceedings, focusing only on decisions. For example, the documentor might take the minutes and underline all items that were approved using one color ink, and all those that weren't using another. A more sophisticated approach would be to have the Policy Board secretary organize the minutes by category, e.g., "reports," "proposals," "budget decisions," "non-budget decisions," etc.

These examples are presented only as guides and are in no way meant to impose an arbitrary structure on the organization of Policy Board records. But perhaps they will be helpful in suggesting ways the project documentor might go about preparing for the telephone interview.

PROGRAM ACTIVITIES REPORT

Teacher centers, as we all know, are likely to be characterized by the great variety of program activities they provide. One expectation of the Teacher Centers Program is that new and different delivery mechanisms will be employed than have been evident in programs of the past. In each telephone interview the project documentor will be asked to describe the program activities that have been completed by the teacher center during the report period, typically during the preceding month. The following definitions may be helpful in distinguishing "Program Activities" from the established "Staff Services" and "Resources" that are available through the teacher center on an on-going basis. A "Program Activity"--

- is an advertised, interactive event designed to bring together a group of teachers to engage in professional development.
- has a clear beginning and a clear end, i.e., it is not an on-going, established component of the project.
- is discernible and describable; it has a label, e.g., "seminar," "course," "workshop," "lecture series," "demonstration," "curriculum development project," "materials development workshop."

- has a content focus, e.g., "math skills," "discipline," "mainstreaming," "levels of questioning," "teacher stress," "child psychology."
- is supported fully or in part by the teacher center project.

Not included as Program Activity, therefore, are events which are not related to professional development. Thus, for example, planning meetings, Policy Board meetings and "coffees" are not regarded as Program Activities for the purposes of documentation. Also not included, although they may relate to professional development, are unscheduled and spontaneous interactions. The reason for this is that these professional interactions are impossible to anticipate, and thus very difficult to record with any degree of certainty, e.g., a group of teachers deciding at lunch to get together after school that day to discuss the new curriculum.

Describe as fully as possible each Program Activity that has been completed during the data collection period.

In each telephone interview the documentor will be asked to describe the Program Activities that have been completed in the report period, usually in the last month. It is important to note that a particular Program Activity will be documented only at its completion and not before. So, for example, the "curriculum development project" which meets regularly from October through April will not be documented in October, November and the other report periods, but only in May.

The project documentor should be prepared to provide a description of each Program Activity completed during the specified report period. A complete description should--

Tell what the Activity was. What was the title? What was the structure or format of the event? or How was it experienced by the participants?

EXAMPLE 52
"Mainstreaming in the Elementary Grades" was a traditional course offered for university credit and instructed by a college professor. It met once per week for four months.

EXAMPLE 53
"The Newspaper in Education" was a lecture series. Four different experts in the area were featured in the series of four lectures.

EXAMPLE 54
"Contemporary Problems in Music Education" was a non-credit seminar led by a music education professor. The group met once per week for 3 weeks.

EXAMPLE 55
"Cardboard Carpentry" was a make and take workshop which was held on three consecutive Saturday mornings. It was a hands-on experience.

EXAMPLE 56
"Reading in the Content Areas" was a mini-conference which took place all day Saturday. Teachers could choose from a wide variety of activities--ranging from hands-on developmental activities to lectures by two nationally-recognized leaders in the field. Publishing company representatives were also available as resources.

EXAMPLE 57
"Puppet Power" was a demonstration. A classroom teacher used puppets to teach a spelling lesson to a group of 15 third graders while 10 teachers observed. Following the demonstration she and the observing teachers discussed the potential of using puppetry to achieve instructional goals.

EXAMPLE 58
"Back to Basics" was an after-dinner speech by John Morgan at a pot-luck supper attended by 93 teachers and other staff.

EXAMPLE 59
"Potpourri Workshop" was a two-hour sharing workshop. All recipients of mini-grants reported on their projects. There were nine reports and 53 teachers attended.

Tell what the Activity was about. What was the content focus of the Program Activity? Whereas the first component of the description addresses the structure of the Activity, this component addresses the substance. Both types of information may be quite easily inferred from the title, as in some of the examples above. But where the content focus is not directly related to the title, this information should be specifically provided.

EXAMPLE 60
"STRETCH" is an acronym for "Strategies for Training Regular Educators to Teach Children with Handicaps."

EXAMPLE 61
"Glasser Training" focused on classroom management procedures.

EXAMPLE 62
The focus of the "Diocese Inservice Seminar" was child abuse.

Provide logistical details including information with respect to where the Activity was held, and when--number of meetings, length of meetings, Activity duration. This is nitty-gritty information which often provides complementary information regarding the type of professional development experience. For instance, was it a long-term intensive experience? or a short-term awareness experience?

EXAMPLE 63
This was a one-time workshop held after school in the Teacher Center that lasted 90 minutes.

EXAMPLE 64
This course was held on campus. The group met for one hour once per week for 12 weeks.

Tell who instructed or otherwise facilitated the Activity. This may be difficult to get a handle on since many teacher center Activities vary dramatically from the traditional didactic practice of "an instructor" teaching "instructees." Still it is very important to know who was responsible for actually delivering the Activity. That person's name will not be documented; rather details will be elicited regarding that person's professional role group and/or other basis for expertise in a given area. Note that this component of the Activity description focuses on delivery rather than, for example, on planning. If a committee has been involved through all stages of the Activity development and delivery, try to identify the key person in the process.

> *EXAMPLE 65*
> *The speaker was a central office staff person, who has a strong reputation in the field of learning disabilities.*
>
> *EXAMPLE 66*
> *The course was instructed by a college psychology professor.*
>
> *EXAMPLE 67*
> *There was no real instructor for the Potpourri Workshop. But the teacher center director was clearly responsible for organizing the activity and acted as moderator.*
>
> *EXAMPLE 68*
> *The "Math Games Workshop" was run by a classroom teacher who has earned a strong local reputation as an expert in this area.*
>
> *EXAMPLE 69*
> *There was no instructor for this event as such. One teacher suggested to the staff he would like to get other teachers together to discuss environmental education. We advertised "The Environmental Education Sharing Event;" but that was the extent of staff involvement.*
>
> *EXAMPLE 70*
> *This offering was conducted by a team of three classroom teachers.*

Tell who attended. Documentation should include very basic information on the clients of teacher center programs. It is important to count the number of participants although it is recognized that in some instances only estimates will be available.

> *EXAMPLE 71*
> *The mainstreaming course was targeted for elementary teachers. Fifteen participated.*

EXAMPLE 72
It is difficult to say exactly how many teachers heard the after-dinner speech since some teachers came only for the dinner and others came only for the speech. I would guess about 50 teachers--but there were too many people in motion to be absolutely sure.

Tell what types of incentives may have led teachers or others to participate in the Program Activity. Although in some instances the reasons for participation may be very obvious, in other instances the reason(s) may have to be inferred by the project documentor. The documentor should report inferences with respect to intangible motivators as well as report the obvious tangible incentives.

EXAMPLE 73
Each teacher received a $50 stipend for participating.

EXAMPLE 74
Both university and school district credit were attached to this offering.

EXAMPLE 75
Substitutes were hired so teachers could use "release time" to participate.

EXAMPLE 76
One might guess that this offering, which was held at a nearby retreat, was appealing because it additionally provided a travel and social opportunity.

EXAMPLE 77
There were no obvious incentives at all. I would have to say, therefore, that this was an event which generated very high professional interest. Interest could be the only motivator.

EXAMPLE 78
This activity was offered on "Inservice Day." Schools were closed and teachers had to participate in three professional development activities which were offered by the teacher center in conjunction with the school district.

EXAMPLE 79
All activities, including this one, which are offered by the teacher center have been approved as applicable toward State recertification.

EXAMPLE 89
This activity was offered again because of the strong positive feedback we received the first time we offered it.

EXAMPLE 90
This activity was the result of a new Policy Board initiative.

Tell who made the decision to offer this Program Activity. Program ideas may take various routes in the process of being translated into Program Activities. Individuals and groups take various roles, formal and informal, in propelling these ideas. But at some point a decision is made to offer the Activity. The project documentor should focus on the point of transition which can usually be recognized if it is thought about. At what point did the emphasis shift from "should we offer it?" to the logistics, or "how are we going to offer it?" This transition point is usually marked by a very clear decision in the affirmative; a person or group says "Let's do it."

EXAMPLE 91
The teacher center director presented the idea to the Policy Board which approved it.

EXAMPLE 92
Four teachers simply got together and decided to offer the event. They advertised through the Newsletter.

EXAMPLE 93
Since this was specified in the grant, I would have to say the decision was made by the Policy Board.

EXAMPLE 94
The decision to offer this was made by me, the director. I told the college professor that the teacher center would sponsor the activity if she could interest at least 10 teachers.

EXAMPLE 95
This was a teacher center staff decision.

Tell why the Activity was initiated. What conditions or processes were related to the teacher center initiating this Activity? Activities do not just happen--there is always a context which provides a rationale, or justification, for any particular Activity. Some Activities naturally flow from certain local conditions; whereas others are developed in response to new information or to changing circumstances.

EXAMPLE 80
A school staff asked the teacher center to offer this program.

EXAMPLE 81
The higher education representative on the Policy Board recommended this activity. The activity was offered because the Policy Board accepted the recommendation.

EXAMPLE 82
An administrator asked the Policy Board to consider the program. The school district offered to make provisions for "release time."

EXAMPLE 83
This program activity was offered in response to an informal teacher request.

EXAMPLE 84
Plans for this activity were delineated in the proposal.

EXAMPLE 85
The need for this activity was identified in analysis of the formal needs assessment data.

EXAMPLE 86
The director had the idea and tested it out informally with various teachers. The activity was offered based on highly positive response to the suggestion.

EXAMPLE 87
This activity was offered in response to a recommendation of the "Program Planning" Subcommittee of the Policy Board.

EXAMPLE 88
This district is very involved in implementing PL 94-142. This activity was offered in support of this law.

Tell how the Program Activity was advertised. This is essential information since "advertisement" helps distinguish Activities from "non-activities" for purposes of documentation. Documentation, at this point, is limited to those events which are pre-announced (but with recognition that much may occur that is not pre-announced--we just do not know how to document these). Teachers may become aware, either formally or informally, that a professional development opportunity is available to them.

EXAMPLE 96
This activity was announced in the weekly newsletter.

EXAMPLE 97
Due to the short notice, a telephone committee was established to call potentially interested teachers.

EXAMPLE 98
We announce everything through flyers which are posted on the Teacher Center Announcement Board in every school.

EXAMPLE 99
This was announced by letter to each music teacher.

EXAMPLE 100
This was put together quite quickly and depended solely on our highly effective and efficient word-of-mouth network.

Tell the process that was used for evaluating the Program Activity. It is important to note that the only concern here is process. The interviewer will make no attempt to gather information relating to the perceived quality of the Activity. Rather, the project documentor should simply describe the process that was used to determine if the Activity was perceived as successful or valuable. The process might be very informal or formal. The point is the person(s) responsible for an Activity almost always has some sense of whether it was a "hit" or "miss." What type of evaluative information was available for this

Activity?

EXAMPLE 101
Straight word-of-mouth.

EXAMPLE 102
We interviewed three teachers we thought were representative of the group of participants.

EXAMPLE 103
Teachers were asked to fill out a standard questionnaire which we developed and use for every activity.

EXAMPLE 104
The instructor met with some members of the class and discussed what had taken place and how it could be improved.

EXAMPLE 105
We use a standard State evaluation form for every activity.

EXAMPLE 106
The participants took a test.

EXAMPLE 107
The teacher center asked each participant to provide a narrative evaluation.

Tell how much it cost. The project documentor will be asked to provide cost data only with respect to direct and specific expenditures for an Activity. In many instances, there will be nothing to report because it appears that many teacher center Activities are supported by already employed staff and previously purchased materials and equipment. Documentation will only be concerned with those expenses directly incurred by a specific Activity. The conservative route is being followed because the documentation strategy is simply not sophisticated enough to deal with pro-rated and proportional costs.

EXAMPLE 108
The following expenses were specific to this Activity:
consultant fee - $300
refreshments - $20
training materials - $45
release time - $700

EXAMPLE 109
The following expenditures were made in conjunction with
this Activity:
stipends - $500
participant travel - $100

Thus a fully-detailed Activities Report for a completed Activity will usually have ten components. Based on the Field Test experience, it is recommended that in preparing for the telephone interview, the project documentor think of these components as complementary parts of a total description rather than as ten separate questions to be answered. Both the open-ended and the specific question approaches were tried out in the Field Test. When the interviewer used the ten questions to elicit the component information, the result was much repetition and tedium--particularly for the project documentor. However, when the interviewer merely said "Can you provide a description of the Activity?" most of the component information was spontaneously yet concisely reported--almost naturally. If certain bits of information were lacking in the conversation-like description, then the interviewer asked appropriate questions. In other words, the information that the interviewer is attempting to record almost always flows quite naturally in response to one general question and a barrage of specific questions is not needed. The project documentor should try to think of the interview as an opportunity to share with a person interested in what has occurred and should not be perceived as an interrogation or grilling.

On the other hand, the interview is not the appropriate time for the project documentor to engage in free association. As a courtesy to the interviewer, and with recognition that we are dealing in expensive long-distance phone calls, the project documentor should have the needed information readily available at the time of the interview. Each project documentor will have to determine the best format for organizing information for the interview. From the Field Test we know that getting organized for the interview becomes easier the more one does it. We also know from the Field Test that many personal styles of organizing are likely to evolve.

The Field Test project documentors were interviewed to try to determine how they prepared. One documentor went about this in an almost formal way, developing a standard checklist that could be used for each Program Activity. At the informal extreme, another documentor worked from a project file of activity announcement flyers with additional relevant information written in the margins. Still another worked from a combination of report forms that the project used for internal recording purposes. In short, there are many ways for the project documentor to get organized to provide a verbal description of a program activity.* The documentor should use whatever organizational approach makes the most sense, is easiest and is least time-consuming--all within the context of the documentor's particular project.

STAFF SERVICES REPORT

"Staff Services" are the organized professional support systems that are available over extended periods of time and are recognized as established program components. Since the details of each Staff Service will be available in the One-Time Only Report, the project documentor will be asked only for utilization data in the telephone interview. Hence, this part of the interview is much easier to prepare for than the Program Activities Report. The interviewer will already have information with respect to structure and focus. The project documentor will only need to be prepared to tell how many teachers availed themselves of the Staff Service during the report period.

---

*See: Documenting Success for other ideas.

EXAMPLE 110
Twenty-two teachers called the "Hotline" during the last month.

EXAMPLE 111
"Curriculum Development Assistance" was offered to 15 teachers.

EXAMPLE 112
Five teachers took advantage of "The Videotaping Service."

EXAMPLE 113
Ten pairs of "helping" teachers were identified through "The Matching Service."

EXAMPLE 114
The Teacher Center staff facilitated 55 requests for "Computer Search."

EXAMPLE 115
The newsletter was delivered to 2000 teachers.

EXAMPLE 116
The "Material-Matching Service" was used by 9 teachers.

EXAMPLE 117
The Media Specialist responded to 9 requests for "The Classroom Demonstration Service."

EXAMPLE 118
Forty-two teacher visitations were arranged this month under the auspices of "The Teachers' Network."

It should be noted that each of the above examples refers to a Staff Service by name. Naming is important with respect to the need for clear conceptualization of a Staff Service. But additionally, it is important within the context of the interview for communication purposes. The interviewer will ask specifically for utilization of each

Staff Service by name. In the event that a new Service has been established during a report period, the project documentor should be prepared to provide a detailed description so that this Staff Service can be added to the One-Time Only Report.

Although much less information will be elicited in the interview for each Staff Service than for each Program Activity, the utilization information may be more difficult for the project documentor to collect. Whereas a project documentor may be able to rely on already-established record keeping systems or even memory to provide Activities information, the documentor may have to make a special effort to collect Staff Service utilization data. This will be the case particularly with respect to those Services which are delivered very informally.

To facilitate the job of the documentor, it is highly recommended that each staff member who is responsible for providing a Service keep a simple log. This is not difficult, nor is it time-consuming. But it probably means establishing a new staff reporting system within the project that will provide the documentor with the utilization data that will be needed in the interview.

It should be emphasized that the documentor will only be expected to report the total number of teachers that used each Staff Service. For example, if there is a "Demonstration Service," it is only important to report the total number of demonstrations that were performed and not the nature or focus of each demonstration.

RESOURCES REPORT

"Resources" are the materials, equipment and monies available for teacher use which are provided in an organized manner over a long period of time. Since the details of each Resource will be available in the One-Time Only Report, the project documentor will be asked only for utilization data in the telephone interview. The documentor will only need to be prepared to tell how many teachers used a Resource during the report period. As with Staff Service Report, it is important that each Resource have a name so as to facilitate communication in the interview.

EXAMPLE 119
Fifty-three teachers signed the log at the "Drop In Center" during the last report period.

EXAMPLE 120
We funded 15 "Pet Projects" during the last month.

EXAMPLE 121
Ten teachers used the "Equipment Center."

EXAMPLE 122
Thirteen teachers used the "Release Time Bank" for various purposes.

EXAMPLE 123
Fifty teachers signed books out of the "Library."

EXAMPLE 124
The "Media Van" served about 60 teachers.

EXAMPLE 125
Forty teachers helped themselves at the "Scrounge Center."

EXAMPLE 126
Twenty teachers signed the log book at the "Materials Lab."

EXAMPLE 127
Three teachers used the "Travel Fund" for conference attendance.

As with the Staff Services Report, it may be necessary to establish an internal data system that will provide the project documentor with Resource utilization data for the telephone interview. It may even be more difficult since in many cases it may be necessary to rely on Resource users voluntarily keeping track of their own use of the Resources. However, every effort should be made to develop a system for documenting this very important information. What if someone asks "How many are using that Media Laboratory that we put a lot of money into?" Although it may be difficult to collect Resource utilization information, particularly on those that are available in highly-personalized structures, this information is usually critical in justifying the continued existence of most Resources.

PART V

SYNOPSIS OF DEFINITIONS

SYNOPSIS OF DEFINITIONS

The following short definitions may be helpful in documentation communications.

Advertisement. An advance notice that a teacher center Activity, Service or Resource is available. "Advertisement" is an essential criterion for distinguishing a planned Activity, Service or Resource from those that are spontaneous. Only planned Activities, Services and Resources will be documented.

Agenda. Preannounced listing of items to be discussed at Policy Board meeting.

Average travel time. Estimate of minutes required to travel from service area school to the teacher center facility using the most common means of transportation. For multiple schools, calculate the total minutes and divide by the number of schools.

Building administrators. School district personnel with administrative responsibility for a specific school.

Central office administrators. School district personnel with district-wide responsibilities.

Documentor. Person responsible for organizing project data and for participating in the telephone interview.

Elementary teachers. Classroom teachers, K-6.

Facility. Building room, mobile unit or other space associated exclusively with the Teacher Centers project.

Field test. Study completed in Spring, 1979 which examined feasibility of the telephone interview as a documentation strategy.

Higher education administrators. Higher education personnel who have administrative titles and responsibilities.

Interviewer. Syracuse Area Teacher Center staff member specifically trained in recording telephone interview data.

Introductory interview. In-depth telephone interview of documentor by Syracuse staff interviewer with regard to organizational details; completed prior to initiation of regularly scheduled documentation interviews.

Non-voting Policy Board members. Those who regularly attend Policy Board meetings and are involved in deliberations yet have no role in the formal decision making processes.

One-Time Only Report. Written report providing information with respect to project organization; supplemented by Introductory Interview; must be completed prior to initiating regularly scheduled telephone interviews.

Policy Board decisions. Those items which the Policy Board addresses and which are either approved or disapproved.

Policy Board meeting. Official meeting which is scheduled for the total Policy Board membership.

Primary role and tasks. Those staff tasks which are of the highest priority and/or are most time-consuming.

Professors. Higher education personnel with academic responsibilities.

Program Activity. An advertised interactive event designed to bring together a group of teachers to engage in professional development.

Program Activity Report. The project documentor will be asked to provide a detailed verbal description of each Program Activity completed during the report period.

Regularly scheduled. An event reoccurring according to a prearranged timetable usually with uniform time intervals.

Release time. Provision of substitute teachers to free teachers temporarily from classroom duties.

Resources. Materials, equipment and monies available for teacher use which are provided in an organized manner over a long period of time. Each organized system for making a resource available has a name.

Role group. Primary professional career affiliation.

Secondary teachers. Classroom teachers, 7-12.

Staff. All those who have an occupational role with the Teacher Centers project, including full-time, part-time, professional and non-professional personnel.

Staff Services. Professional support systems which are provided by Teacher Centers personnel in an organized manner over a long period of time and, therefore, are established components of the Teacher Centers program. Each Staff Service has a name.

Standing committee. Sub-group of Policy Board designated to serve for a long term and for a specific purpose.

Telephone Interview. Syracuse staff interviewer will telephone project documentor according to a mutually convenient and prearranged, regular schedule for the purpose of collecting information concerning Policy Board Meetings, Activities, Staff Service and Resources.

Utilization data. Information regarding how many teachers used available Staff Services and Resources during a report period.

APPENDIX C

ONE TIME ONLY REPORT FORM

Syracuse Area Teacher Center

ONE-TIME ONLY REPORT

____
(PROJECT)

____
(ADDRESS)

____

____

____
(DOCUMENTOR)

____
(TELEPHONE)

____
(DAY OF WEEK INTERVIEW PREFERRED)

____
(TIME OF DAY INTERVIEW PREFERRED)

STAFF

STAFF POSITION #1: ____________________
(Title)

Primary role and tasks: ____________________

____

____

____

Percentage of time on Teacher Centers project: ____________

Previous job title and years in last position: ____________

____

STAFF POSITION #2: ____________________
(Title)

Primary role and tasks: ____________________

____

____

____

Percentage of time on Teacher Centers project: ____________

Previous job title and years in last position: ________ ______

____

STAFF POSITION #3: ______________________________
(Title)

Primary role and tasks: ______________________________

____

____

____

Percentage of time on Teacher Centers project: ______________

Previous job title and years in last position: ______________

____

STAFF POSITION #4: ______________________________
(Title)

Primary role and tasks: ______________________________

____

____

____

Percentage of time on Teacher Centers project: ______________

Previous job title and years in last position: ______________

____

STAFF POSITION #5: ______________________________
(Title)

Primary role and tasks: ______________________________

____

____

____

Percentage of time on Teacher Centers project: ______________

Previous job title and years in last position: ______________

____

STAFF POSITION #6: ______________________________
(Title)

Primary role and tasks: ______________________________

____

____

____

Percentage of time on Teacher Centers project: ______________

Previous job title and years in last position: ______________

____

POLICY BOARD

NUMBER OF POLICY BOARD MEMBERS BY ROLE GROUP

	Voting	Non-Voting
TEACHERS		
Elementary		
Secondary		
Special Education		
Vocational Education		
Other		
TOTAL TEACHERS		
SCHOOL DISTRICT ADMINISTRATORS		
Building		
Central Office		
Other		
TOTAL SCHOOL DISTRICT ADMINISTRATORS		
HIGHER EDUCATION PERSONNEL		
Professors		
Administrators		
Other		
TOTAL HIGHER EDUCATION PERSONNEL		
TEACHER CENTER STAFF		
OTHER (list):		
TOTAL OTHER		

PROFESSIONAL ROLE GROUP OF CHAIRPERSON: ______________________________

HOW OFTEN ARE REGULARLY SCHEDULED MEETINGS CONVENED? ____________________

HOW MANY TIMES HAS THE POLICY BOARD MET SINCE NOTIFICATION OF FUNDING? ____

____

IS RELEASE TIME PROVIDED FOR TEACHER MEMBERS? __________________________

WHAT IS THE PROCESS FOR GETTING AN ITEM ON THE POLICY BOARD AGENDA? ______

____

____

____

WHAT STANDING COMMITTEES ARE THERE? __________________________________

____

____

FACILITY(S)

TEACHER CENTER SITE #1: ______________________________
(Name)

Briefly describe. ______________________________

____

____

If converted space, former primary usage. ______________________________

____

For what purposes is the facility used? ______________________________

____

____

How many schools does this site serve? ______________________________

Average travel time required to reach this site? ______________________________

When is this site operated? ______________________________

TEACHER CENTER SITE #2: ______________________________
(Name)

Briefly describe. ______________________________

____

____

If converted space, former primary usage. ______________________________

____

For what purposes is the facility used? ______________________________

____

____

How many schools does this site serve? ______________________________

Average travel time required to reach this site? ______________________________

When is this site operated? ______________________________

TEACHER CENTER SITE #3: ____________________
(Name)

Briefly describe. ____________________

If converted space, former primary usage. ____________________

For what purposes is the facility used? ____________________

How many schools does this site serve? ____________________

Average travel time required to reach this site? ____________________

When is this site operated? ____________________

TEACHER CENTER SITE #4: ____________________
(Name)

Briefly describe. ____________________

If converted space, former primary usage. ____________________

For what purposes is the facility used? ____________________

How many schools does this site serve? ____________________

Average travel time required to reach this site? ____________________

When is this site operated? ____________________

STAFF SERVICES

SERVICE #1: ______________________________
(Title)

Briefly describe. ______________________________

____

____

Title of staff person(s) responsible for providing this service? __________

____

When and how is this service available? ______________________________

____

How do teachers know this service is available? ______________________________

____

How will teacher use of this service be documented? ______________________________

____

SERVICE #2: ______________________________
(Title)

Briefly describe. ______________________________

____

____

Title of staff person(s) responsible for providing this service? __________

____

When and how is this service available? ______________________________

____

How do teachers know this service is available? ______________________________

____

How will teacher use of this service be documented? ______________________________

____

SERVICE #3: ____

(Title)

Briefly describe. ____

____

____

Title of staff person(s) responsible for providing this service? ________

____

When and how is this service available? __________________

____

How do teachers know this service is available? __________

____

How will teacher use of this service be documented? ______

____

SERVICE #4: ____

(Title)

Briefly describe. ____

____

____

Title of staff person(s) responsible for providing this service? ________

____

When and how is this service available? __________________

____

How do teachers know this service is available? __________

____

How will teacher use of this service be documented? ______

____

SERVICE #5: ______________________________
(Title)

Briefly describe. ______________________________

____

____

Title of staff person(s) responsible for providing this service? __________

____

When and how is this service available? ______________________________

____

How do teachers know this service is available? ______________________________

____

How will teacher use of this service be documented? ______________________________

____

SERVICE #6: ______________________________
(Title)

Briefly describe. ______________________________

____

____

Title of staff person(s) responsible for providing this service? __________

____

When and how is this service available? ______________________________

____

How do teachers know this service is available? ______________________________

____

How will teacher use of this service be documented? ______________________________

____

RESOURCES

RESOURCE #1: ____________________
(Title)

Briefly describe. ____________________

Title of staff person(s) responsible for maintaining this resource? ____________________

When and how is this resource available? ____________________

How do teachers know this resource is available? ____________________

How much did it cost to establish and/or maintain? ____________________

How will teacher use of this resource be documented? ____________________

RESOURCE #2: ____________________
(Title)

Briefly describe. ____________________

Title of staff person(s) responsible for maintaining this resource? ____________________

When and how is this resource available? ____________________

How do teachers know this resource is available? ____________________

How much did it cost to establish and/or maintain? ____________________

How will teacher use of this resource be documented? ____________________

RESOURCE #3: ____
(Title)

Briefly describe. ____
____
____

Title of staff person(s) responsible for maintaining this resource? ________
____

When and how is this resource available? ____________________
____

How do teachers know this resource is available? ________________
____

How much did it cost to establish and/or maintain? ______________

How will teacher use of this resource be documented? ____________
____

RESOURCE #4: ____
(Title)

Briefly describe. ____
____
____

Title of staff person(s) responsible for maintaining this resource? ________
____

When and how is this resource available? ____________________
____

How do teachers know this resource is available? ________________
____

How much did it cost to establish and/or maintain? ______________

How will teacher use of this resource be documented? ____________
____

RESOURCE #5: ______________________________

(Title)

Briefly describe. ______________________________

____

____

Title of staff person(s) responsible for maintaining this resource? ________

____

When and how is this resource available? ______________________________

____

How do teachers know this resource is available? ______________________________

____

How much did it cost to establish and/or maintain? ______________________________

How will teacher use of this resource be documented? ______________________________

____

RESOURCE #6: ______________________________

(Title)

Briefly describe. ______________________________

____

____

Title of staff person(s) responsible for maintaining this resource? ________

____

When and how is this resource available? ______________________________

____

How do teachers know this resource is available? ______________________________

____

How much did it cost to establish and/or maintain? ______________________________

How will teacher use of this resource be documented? ______________________________

____

ADDITIONAL INFORMATION

Please provide us with any information which these questions have not elicited and which you think would be helpful in developing a better understanding of your project's structure and organization.

STAFF

POLICY BOARD

FACILITIES

SERVICES

RESOURCES

OTHER

THANK YOU!

APPENDIX D

DATA CODING MANUAL

ACTIVITIES

Content Focus: Overview of Opscan #1 - #7

Directions. Every Activity has a content focus. First decide upon the appropriate major category. Although almost all Teacher Center Activities are designed to improve schooling for children, some have a more direct relationship to this objective than others.

Opscan #1-#4: if the Activity is designed to help teachers in meeting the needs of students.

Opscan #5-#6: if the activity is focused on the needs of teachers and other clients but not needs of teachers directly related to working with students.

Opscan #7: if the Activity is not clearly related to meeting the instructional, professional or personal needs of teachers; or if the Activity addresses both Opscan 1-4 and Opscan 5-6.

You will use either Opscan #1-#4, or Opscan #5-#6, or Opscan #7. You will use only one of these three categories. The other two categories will be left blank.

Opscan #1-#4: Content Focus on Teaching Children in Schools

Directions. Content Focus "on teaching children in schools" can potentially be coded on four dimensions. This Category is 4 opscan items, each item representing one dimension. Code each dimension that is relevant. But for each dimension only one entry can be made.

Opscan 1: Curriculum

- if the focus is on subject matter to be taught to children,

enter one of the following:

A -"Basic Skills"

These are the survival skill areas, including reading, math, verbal and written communication skills. Examples include--

Reading Comprehension
Phonics
Writing (but not creative writing)
Metrics

B - "Other Standard Program Areas"

These are the other subjects which are commonly associated with and accepted as being within the purview of the school's program. Examples include--

Montana History
Business Education
Creative Writing
Arts (and Crafts)
Music
Physical Education
Health
Social Studies workshop
Earth Science

C - "Special Interest"

These are subjects of current interest which may or may not eventually become adopted as standard curricular areas. Often they are specific extensions of the traditional curricula. Examples include--

Geology of the Coulee River Basin
Hopi culture
Collecting Oral History
Futuristics in the Classroom
Photography
Calligraphy
Aerospace Service Project
Computers
Nutrition
Careers in Atlanta
Mime
Solar Energy
Environmental Education

D - "Other"

Use this value if the focus is on school curriculum but can not be accurately coded A, B, C above. For example--

Fall Enrichment Activities

Opscan #2: Children with Special Needs

- if the focus is on helping teachers better understand and serve children who have been identified as needing special attention,

enter one of the following:

A "Gifted"

These are children who are identified as having exemplary skills and talents. Examples include--

Teaching Math Problem Solving to Gifted Children
Providing for the Gifted at Home and School

B "Handicapped"

These are children who have been identified as having physical, mental, motivational or emotional disadvantages. Examples include--

Materials for Mainstreaming
Using Newspapers to Involve Reluctant Learners
Make and Take for Teachers of the Physically Handicapped
Climate in the EMR Classroom

C "Cultual Background"

These are children who come from particular ethnic, racial or sex backgrounds. Examples include--

Breaking Down Sex Stereotypes
Foundations of Multi-Cultural Education
Martin Luther King Materials
Literary Training for Bilingual Students

D "The Economically Disadvantaged"

These are children who come from financially impoverished families. Examples include--

Language Arts for Title I Programs
Teacher Corps/Teacher Center Conference on Basic Skills

E "Other"

This code should be used for those Activities which focus on even more specifically identified children with special needs. Examples include--

Children of Divorce
Working with Children Abused at Home
Children with Working Mothers

Opscan 3: Pedagogy

- if the focus is on helping teachers to relate to children in an instructional setting.

enter one of the following

A "Instructional Management"

These are Activities targeted at developing teachers' repertoire and expertise. They focus on the skills, strategies, methods and other "how tos" of instruction. Examples include--

Learning Centers in the Middle School
Motivational Ideas for Primary Teachers
Math Reinforcement Activities
Synectics
Chisanbop
Individualized Instruction
Using Role Playing
Newspapers in the Classroom
Small Group Facilitation
Direct Instruction
Great Books Leadership Training
The Structured Approach to Improving Achievement

B "Classroom Management"

These are Activities specifically targeted at helping teachers deal with the issue of student behavior in school. Examples include--

Styles of Management
Developing Respect in the Classroom
Assertive Discipline
Glasser Workshop
Using Masks to Improve Classroom Climate

C "Materials"

These are Activities designed to help teachers select/develop/organize instructional materials and other materials for use in the classroom. Examples include--

Cardboard Carpentry
Reinforcement Materials for Math
Bulletin Boards that Teach
Make and Take

D "Understanding Instruction/Children"

These are Activities which are designed to develop the basis or foundation for teacher decision making in the classroom. They are usually theoretical (e.g., Moral Development) but they may be skill-oriented (e.g., Analyzing Test Results). Included in this Category are all Activities relating either to the diagnosis or evaluation of instruction. Examples include--

Teacher Effectiveness
Mastery Learning: A Theory of Learning
Differentiated Styles of Teaching
Kohlberg's Theory of Moral Development
Classroom Diagnosis in Reading in the Content Area
Using Information from Informal Reading Inventories
Using the Results of Standardized Reading Tests
Mathophobia: Systems, Causes and Cures
Humanistic Education
Open Schools

E "Curriculum Development"

These are Activities designed to help teachers extend/ enrich/ modify existing curricula to fit specific classroom circumstances or to develop new standard curricula. Examples include--

Incorporating Innovative Ideas in the Curriculum
Curriculum for the Gifted
Integrating Art in the Curriculum

F "Equipment/Media"

These are Activities designed to help teachers use equipment and media. Examples include--

Cartooning
Trouble Shooting Audio Visual Equipment
Telex: How to Use
Making Film Strips
Photography as a Teaching Aide

G "Other"

Use this value if the Activity addresses what teachers do in classrooms but which cannot be accurately coded with an above value. For example--

Making Optimal Use of Community Resources

Onscan 4: Client Group

- if the focus is on meeting the special needs of a particular group of Teacher Center participants,

enter one of the following

A "Elementary"

These are Activities targets at teachers in grades K-6. Examples include--

Language Arts Materials for the Primary Grades

B "Secondary"

These are targeted at grades 7-12. If "middle school" is specified, use this coding value. Examples include--

Classroom Management in the Senior High School

C "Area/Speciality"

These are targeted at teachers from the same specialty area. Examples include--

Diagnostic skills for Teachers of Reading

D "School Assignment"

These are targeted at teachers who teach in the same school building. Examples include--

Language Arts Curriculum at Seymour School
Team Approach to School Climate
(only one faculty invited to attend)

E "Other Education Personnel"

These are Activities for people who work with children in instructional settings but who are not certified professionals. Examples include--

Paraprofessional Audiovisual Workshop
Student teachers and Classroom Management

F "Elementary Special Area/Grade"

This value should be used for activities directed at identifiable groups of elementary teachers.

Fifth Grade Math Activities
Reading Readiness

G "Secondary Special Area/Grade"

Special Issues in Teaching Secondary Social Studies
Seminar for Teachers of English
Skills for Teaching Foreign Languages

H "Other"

Use this value if the Activity addresses the needs of a specifically identified groups of teacher center clients not listed above.

Combination: There will be few Activities that are "pure" instances of "curriculum," "Children with special needs," "pedagogy" or "client group." Typically an Activity, with respect to "Teaching Children," will be targeted on more than one dimension of content focus. Examples include--

Developing Materials for Teaching Bilingual Students (3,2)
Learning Styles of Bilingual Students (3,2)
Elementary Math Activities (4,3,2)
Management of Elementary Classrooms (3,4)
Elementary Title I Math (2,4,1)
Reinforcement Strategies for Teaching Elementary Math (3,4,1)
Science Make and Take
Creative Strategies for Elementary Language Arts (3,4,1)
Elementary Math (4,1)
Methods for Teaching Algebra and Geometry (3,4,1)
Developing Curriculum for the Gifted (3,2)

Fine points with respect to Opscan 1-4

- Do not infer beyond the information available. Consider "Early History of Oxford." While it would be appropriate to assume that this Activity would relate to the curriculum (Opscan 1) in Oxford schools, one should not infer that the Activity focused on helping teachers teach (Opscan3) about Early Oxford.

- On the other hand, don't adhere so strictly to the principle of non-inference that valuable information is lost. Consider "Children's Literature." The title would suggest only coding "Curriculum" (other traditional areas). But, if for example, under "participants" it is recorded that 17 librarians attended, then please infer that this Activity was targeted at the special needs of a particular group of clients ("Area/Specialty").

- There are many instances of make and take Activities which may only appear to have a "curriculum" focus if you only consider the title, e.g., "Science Workshop." But if the process is described as being make and take, then you should infer that there was a focus on "materials development" ("Pedagogy").

- With respect to "Curriculum," use "basic skills" for reading, writing, arithmetic and communication skills. This means that most secondary curricula will be coded as "other traditional areas".

- The use of "Learning Centers" is an instructional management strategy and should be coded as such under "Pedagogy." But if the Activity is described as having make and take as the "process," then the Learning Center Activity should be coded as "materials development."

- In a related area, code all "Cardboard Carpentry" Activities as "materials development."

Opscan 5-6: Content Focus on the Development of Teachers and Other Teacher Center Clients

Directions. Unlike Opscan 1-4 , in Opscan 5-6 only one item should be coded. In other words, if you have decided that the Activity is focused on the development of teacher center clients, then you must indicate whether it focuses on the "professional" or the "personal"dimension.

Opscan 5: As Professionals

- if the focus is on helping teachers to develop professionally in ways that transcend their day-to-day instructional responsibilities in specific teaching assignments,

enter one of the following

A "Awareness of Professional Opportunities"

These are often "motivational" and designed to provide teachers with information with respect to available opportunities for developing themselves in their current roles. This category also includes those informational activities that could relate to career advancement within education or to career change. Examples include--

Teacher Center Open House
Informational Meeting: Activities, Services and Resources offered by the Teacher Center
Teaching Opportunities Abroad
Career Options
Putting Your Teaching Experience to Work in Private Enterprise
Financial Aid for Teachers Pursuing Graduate Studies
Needs Assessment Meeting

B "Non-Teaching Professional Skills"

These are focused on developing skills/knowledge useful to teachers in functioning in the professional world beyond the classroom. Examples include--

How to's of Grantsmanship
The ABCs of Negotiating Contracts
How to get Published
Workshop for Prospective Teacher Trainers
Awareness Training for Workshop Leaders
Workshop on Needs Assessment for School Liaisons
Policy Board Training Meeting

C "Professional Issues and Concerns"

These are focused on developing better understanding of the professional environment in which teachers teach. Examples include--

The Socialization of Professional Educators
Improving the Teacher Image
Teacher Evaluation
School Law
Teacher Rights and Responsibilities

D "General Interest/Education"

These are activities which are concerned with education but which are not related to the actual teaching of children. They would be of potential interest not only to teachers but to anyone who would be generally interested in education. Examples include--

Education and American Ideals
Israeli Education
The Future of Public Education
Inequality in Education

E "Other"

For example--

Teacher Project Sharing Seminar

OPSCAN 6: As Individuals

- if the focus is on providing what might be called "adult education" for teachers,

enter one of the following

A "Personal"

These are focused on the emotional and/or attitudinal dimensions. Examples include--

Improving Teacher Self-Concept
Teacher Stress and How to Deal With It
Discipline Problems and Their Relationship to Teacher Burnout
A Prevention Model of Stress Management
Support Group for Teachers Changing Careers
Developing Teacher Self Awareness in the Classroom
Teacher Revitalization

B "Practical"

These are typically informational and focused on helping teachers deal with reality factors in living. Examples include--

Estate Planning
Income Tax Preparation
Retirement Planning
How to Write a Resume
Financial Aid Opportunities for Dependents of Teachers

C "Enrichment"

These are typically skill-building activities which would be of potential interest to adults irrespective of professional orientation. Examples include--

Rug Making
Cake Decorating
Belly Dancing
Basic Book Repair
Tennis

OPSCAN 7: Other Content Area

Directions. This Content Focus Category is used only if an Activity can not be coded accurately as eitherOpscan 1-4 or Opscan 5-6.

Enter

A "Yes"

Examples are few but would include--

Teacher Center Birthday Party
Inservice Day for Stewart County

"No" leave blank.

Fine Point. The most common entry in this Category is likely to be multiple session Activities which address a number of unrelated content areas. But do not assume that all multiple session Activities belong to this Category. For example, "Conference on the Gifted" would be more appropriately coded as Opscan 2.

OPSCAN 8-15: Activity Process

Directions. Every Activity has a "process" and therefore must be coded with respect to Opscan 8-15 This category is 8 Opscan entries with each entry representing an independent Activity process. Therefore, an Activity can be appropriately coded on more than one dimension (i.e., more than one Opscan entry).

Enter

A "Yes,"

if the process was used

leave blank

if the process was not used.

Opscan 8: Didactic presentation

- if the Activity has involved one person giving information to the group of participants. Examples include--

  There was a speaker.
  It was a lecture.
  Direct instruction was used.

Opscan 9: Shared presentation

- if more than one person presented information. Examples include--

  Five speakers shared their experiences with the group.
  It was a panel discussion.
  Each week a different resource person presented.

Opscan 10 Demonstration

- if the presenter(s) shows the group of participants how to do something. Examples include--

    Showed how puppets could be used to teach spelling.
    Showed how to facilitate small groups.
    Showed how to make cardboard furniture.

Opscan 11 Mediated presentation

- if materials are either presented or
- if materials are used to facilitate the presentation. Examples include--

    Slide tape presentation
    A film
    Videotape
    Display of packaged materials
    Worked with packaged materials

Opscan 12 Interactive discussion

- if participants are encouraged and expected to interact verbally. Examples include--

    Question-Answer Period
    Idea Sharing
    Group Process
    Small "Working" Group
    Informal Sharing

Opscan 13 Experiential

- if participants have opportunity and are expected to be very actively involved (this implies intended and more intense participant involvement than any other process format). Examples include--

    Make and Take
    Opportunity to Practice New Skills in Peer-Teaching
    Videotaped Themselves and then did Group Analysis of the Tapes
    Role-Playing
    Hands On
    Students worked on Independent Projects

Opscan 14 Other

- if some other process was used. Examples include--

Opscan 15 Concurrent sessions

- if several of the above processes are used simultaneously. Examples include--

  It was a conference. Teachers could choose to attend either the lecture or to participate in role-playing session.

  After dinner the participants met as three different groups according to interest.

Fine Points with Respect to Opscan 8-15

- If more specific information is unavailable, it will be assumed that
  - "Workshop" involved "interactive discussion,"
  - "Course" involves both "presentation" and "discussion,"
  - if an expert was the facilitator, there was a "presentation" of information.
- Ignore all codes, other than Opscan15, if the Activity involved concurrent sessions.

Opscan 16-17 Location and When

Directions. This Category is 2 Opscan items and each Activity must be coded with respect to each item.

Opscan 16 Location

enter one of the following:

A Teacher Center

This is the facility primarily associated with the Teacher Center project. It should not be used to code spaces that are only used by the Teacher Center on certain occassions.

B School

A building used primarily for the instruction of children.

C Other District Site

Any space managed by a school or intermediate district that is not used primarily for instruction. Examples include--

Central Office
Regional Service District Office
Staff Development Center

D Campus Site

Any space managed by an institution of higher education in the area served by the project.

E Community Facility

Any space that is generally perceived to be a public facility. Examples include--

Women's Club
Science Center
Church
YMCA

F Other

Examples include--

Private Home
Stonycreek Retreat
A Restaurant
A Hotel

Opscan 17 When

enter one of the following:

A During Working Day

Use this code if the Activity was held at any time where, under the regular schedule, a teacher could be expected to be working. Examples include--

Release time was available so that teachers could attend.
This was held as part of the District Inservice Day.
This activity was held during the after-school faculty meeting.

B After School

For Activities held after 3:00 in the afternoon (but this is variable).

C Evening

For Activities held after 6:00 p.m. any night Monday through Thursday.

D Weekend

For Activities held anytime between Friday, after school, and Sunday evening.

E Other Holiday

For Activities held on days when schools are not in session other than weekends and inservice days.

F During Working Day/After School

For Activities which start during the working day but continue on after school.

G After School/Evening

For Activities which start after school and continue into the evening

H Other Combinations

For Activities that are some other combination of times (values 1-5). For example--

3 meetings were were held during the workind day and the last session was a 2 day weekend retreat at a conference center.

I Other

For Activities held some othertime. For example--

before school started in the morning

Opscan 18-19 Role Groups Affiliation of Facilitator/Instructor

Directions. This Category is 2 Opscan items and each Activity must be coded with respect to each item.

Opscan 18 Role Group Facilitator

- the primary professional affiliation of the person who was most directly responsible for the actual facilitation or instruction.

enter one of the following

A Classroom Teacher

A person whose primary professional identification is derived from teaching children, including grade level teachers as well-as subject area specialists.

B Other Professional Staff

A person who is certificated as a teacher but who does not have primary responsibilities instructing children. Examples include--

School Nurse
Librarian
School Social Worker
Counselor

C Teacher Center Director

This is the one person who is officially designated as the chief project manager.

D Teacher Center Staff

Any staff person other than the Director.

E Professor

A person whose primary responsibility is instructing in an institution of higher education.

F Independent Consultant

A person with professional expertise whose primary responsibilities and source of income are not connected to an established educational institution.

G School Administrator

A person whose primary responsibilities are in the area of building administration, staff supervision, or coordination of district-level functions.

H Local Resource Person

A person with expertise who is primarily engaged in work not directly related to the education of children and/or teachers.

I Other

A person whose role is not described 1-8 above. For example--

State Education Department Administrator

Opscan 19 Team Facilitation/Instruction

Enter one of the following values:

A "Yes,"

if more than one person were involved in facilitating the Activity and if these people were from the same role group. For example--

2 Classroom Teachers

B "Yes,"

if more than one person were involved in facilitation and if these people were from different role groups. For example--

The Teacher Center Director and
2 other staff people

Leave blank if there was a single facilitator.

Fine points with Respect to Opscan 19

- "Staff" will be considered plural. Therefore, this would be considered "team facilitation/same role group."
- If the Director was listed as a staff person involved, considered the Director as the "primary facilitator."
- If a number of role groups are involved and Teacher Center staff is mentioned, considered "staff" as "primary."

Opscan 20-27 Available Incentives

Directions. This Category delineates the possible reasons people may have participated in an Activity. The Category is 8 Opscan items and each yes must be coded, leave the "no" Responses blank.

Enter

A "Yes,"

if applicable

for each of the Opscan items as follows:

Opscan 20 School District Credit

- if the district provides support for individual participants. Examples include--

  Salary Advancement Credit
  Professional Development Credit
  Inservice Credit

Opscan 21 College Credit

- if an institution of higher education awards credit which can be applied toward a degree(s). Examples include--

  Graduate Credit
  Master's Credit

Opscan 22 State Credit

- if participation in the Activity meets a State requirement(s). Examples include--

  Recertification Credit
  Renewal Credit

Opscan 23 School Closed for Staff Development

- if schools are closed for the purpose of staff development. Examples include--

  Early Release of Students
  Inservice Day
  Superintendent's Day

Opscan 24 Teacher and/or Other Client Release

- if schools are in session, but there is a provision for freeing teachers from teaching or other professional responsibilities for the purpose of staff development. Examples include--

  Substitutes were provided
  Instead of the Regular Faculty Meeting
  Two Classes were supervised by one teacher so that the other one could participate.
  Held during lunch hour

Opscan 25 Financial Support

- if there is a financial incentive for individual participants. For example--

  Mileage was Reimbursed
  Stipend
  Tuition Reimbursement
  Honorarium
  Vouchers

Opscan 26 Added Attraction

- if there is a particularly attractive feature embedded in the Activity. Examples include--

  Free Dinner
  Held at a Conference Center in the Mountains
  Door Prizes were given
  Free Materials

Opscan 27 Other

- if there is a suggestion that participation was required. Examples include--

  Inservice Day
  Required as part of course

Fine points with Respect to Opscan 20-27

- "District Inservice" usually is "school closed for staff development." However, sometimes credit ("district credit") is also an incentive under this circumstance.
- "College credit" is often available in conjunction with "financial support," i.e., the Teacher Center provides financial help for participants.
- Incentives may be inferred from other Categories of information. for example, "the Activity was held at a resort" could be inferred to have an "added attraction."

Opscan 28-33 Advertisement

Directions. This Category is 6 Opscan itemswith each item representing a different type of advertising.

Enter "A" for yes,

A "Yes,"

if the type was used

leave blank

if the type was not used

The Opscan items are as follows:

Opscan 28 Teacher Center Publication

- if the announcement of the Activity appeared in a publication which is distributed regularly, such as--

  Weekly Newsletter
  Monthly Calendar
  Catalogue of Semester Offerings

Opscan 29 Special Print Announcement

- if printed announcements were distributed especially for one Activity. Examples include--

  Posters
  Flyers
  Bulletins

Opscan 30 District Communication Channels

- if the announcement was made through a process regularly used by the host district. Examples include--

  District Newsletter
  District Bulletin Boards
  Notification of all building principals for inclusion in "Announcements" at faculty meetings

Opscan 31 Personal Contact

- if a special effort was made to individually contact potential participants. (This is typical for Activities which are designed for a limited number and/or a very special type of participant). Examples include--

  Called people we knew were interested
  Written invitation to those who could not be included in the first offering
  Letters to target group
  Announced in class
  The Retreat was announced at the Policy Board meeting

Opscan 32 Public Media

- if general community announcements were made. For example--

  Local Newspaper
  Television and Radio Announcements
  Public Service Calendar

Opscan 33 Other

- if there is a requirement factor involved. Examples include--

  Announcement in Class
  District Inservice Agenda

Opscan 34-38 Evaluation Process

Directions. This Category is 5 Opscan items with each item representing a different type of process for assessing the value of an Activity.

Enter A for yes, leave blank for a "no" response

A "Yes"

Opscan 34 Standard Procedure

- if the Activity was evaluated using a written form that the Center uses routinely for all Activities.

Opscan 35 Activity--Specific Procedures

- if a special procedure was used. For example--

  Instructor Designed Questionnaire
  There was a test
  Participants were interviewed

Opscan 36 Informal/Verbal

- if participants expressed their opinion verbally. For example--

  Word of Mouth

Opscan 37 Follow-up Procedure

- if there was a process for soliciting participant opinion one month or more after the completion of the Activity.

Opscan 38 Other

Opscan 39: Who Decided to offer the Activity?

Directions. Opscan 39 is concerned with who made the decision to offer the Activity.

Opscan 39 Who Decided (by role group)

enter one of the following values:

A Teacher Center Director

The one person who is officially designated as the chief project manager.

B Teacher Center Staff

If decision was made by staff person other than the Director. Also if the Director and the staff jointly made the decision.

C Policy Board

If this group had the final say with respect to the specific Activity.

D Committee

If the activity is a result of a group of people working together to develop and authorize certain types of programming.

E District

If the Activity was approved by a District supervisor/administrator

F Teacher Center Director and/or Staff and/or Committee in Combination with the Policy Board

If the decision was made by the Policy Board but with the involvement of at least one of the following--the Director, the Staff, a Committee.

G Teacher Center in Combination with the District

If the decision was made by a district administrator/ supervisor with the involvement of at least one of the following--the Director, the Staff, the Policy Board, a Teacher Center Committee.

H Other Combination --

The Director and a Committee
The Staff and a Committee

I Other The only example thus far is --

The instructor volunteered.

Opscan 40-41. Reason for Decision.

Directions. In most instances only Opscan 41 will be coded. Enter the appropriate letter A-J. But if the reason is "other" then you must enter A for both Opscan 40 and 41.

Opscan 41: Reason for Decision

enter one of the following

A Formal Needs Assessment

If a large-scale survey was used to generate ideas for specific activities.

B Project Objective

If project has a specific commitment to offer this activity or the activity is directly related to an objective in the proposal.

C Client Request

If the activity evolved from an idea of a potential client. For example--

A teacher came to the Director and suggested...
The faculty at Smith School requested...
"Informal Needs Assessment"

D Staff Recommendation

If the idea was generated by the Center Staff.

E Committee Recommendation

If idea was generated by a group charged with program development responsibilities.

F Outgrowth of Earlier Offering

If, for example--

To accomodate the overflow from the first offering
The instructor has a strong reputation and a large following
It went over so well the first time we offered it, we ran it again

G District Priority Request

If the Activity relates to a particular need or thrust of the District. For example--

It was a District Inservice Day. The district asked the Teacher Center to help out by offering this activity.
The District is under particular pressure to implement the mainstreaming legislation.
We had a special request from the Superintendent's office.
The District is working hard toward developing a curriculum for the Gifted. It was thought that this effort could be best coordinated through the Center.
The principal asked us to do it.

H Policy Board Initiative

If the Policy Board has made a decision to move in directions not previously specified in the proposal.

I Evolved from a Teacher Project

If the Activity is an outgrowth of a teacher(s) pursuing a special interest. For example--

A teacher, who was given a mini-award to develop a unit for bilingual students, suggested that we offer this Activity. She was the facilitator.
We supported the attendance of this teacher at a training session on this topic with the expectation that she would instruct this course for the Teacher Center.
The teacher asked for an opportunity to share his expertise in the area.

J External Impetus/Support

This was offered in cooperation with the Teacher Corps project.

The Energy Conservation Council came to us and suggested we combine our resources to offer this Activity.

The Title IV project officer from the State capitol initiated the idea.

Other Enter Opscan 40-"A" and Opscan 41-"A"

The only example thus far is--

The instructor volunteered

Fine points with respect to Opscan 40-41

- If more than one response is given with respect to "reason,"
  - "client request" supercedes formal needs assessment
    project objectives
    staff recommendation
  - Opscan units E through J supercede any Opscan units A through D.

Opscan 42-47 Participants

Directions. This Category has 2 components. Opscan 42-44 are used for coding the number of teacher participants. Opscan 45-47 are used for coding the number of all other people in attendance.

Opscan 42-44 Number of Teachers

if the participants are regular full-time classroom teachers engaged in instructing elementary or secondary students, including special education and vocational education.

Enter the exact number through 999

Opscan 42 - hundreds
Opscan 43 - tens
Opscan 44 - ones

Opscan 45-47 Number of Others

if there are participants other than classroom teachers as defined above.

Enter the exact number through 999

Opscan 45 - hundreds
Opscan 46 - tens
Opscan 47 - ones

Fine point with respect to Opscan 42 - 47

- Particular care should be exercised in entering one and two digit numerals. Watch out for the place value of each number.

Opscan 48-52: Type of Others

Directions. This Category is used to explain Opscan 45-47. That is, it will only be coded if a number has been recorded for "Other" participants. Each of the 5 units represents a different participant role group.

Enter

A "Yes"

You should enter "A" for "yes", leave blank for a "No" response.

Opscan 48 Certified Non-Teaching Professional Personnel

- if the participants were non-instructional/non-administrative professionals. Examples include --

  Media Specialist
  Librarian
  Counselor

Opscan 49 Non-Professional School Personnel

- if the participants were non-certificated. For example --

  Teacher Aides
  Bus drivers
  Paraprofessionals

Opscan 50 Administrators

- if they serve in building or district-level administrative or supervisory positions. Examples include --

  Principal
  Curriculum Director
  Central Office Staff

Opscan 51 Preservice Teachers

- if they are Teachers-in-training. Examples include --

  Student teacher
  Intern

Opscan 52 Other

- if not teachers or others delineated above. Examples include --

  Community people
  Parents
  Students

Onscan 53-59: Participation Details

Directions: This Category is 7 Opscan entries and holds 3 different types of information.

Opscan 53-54 - Number of Meetings

Enter the exact number of times an Activity convened up to 99
Opscan 53 (tens) Opscan 54 (ones)

Opscan 55-56 - Length of Meetings

Enter the average length in half hours up to 9.5 hours. (If meetings were of different lengths, you must determine average.) Round "up" if more than 15 minutes past last half hour.
Opscan 55 (hours) Opscan 56 (half-hours)

Opscan 57-59 - Span (of time elapsed between first and last meetings.)

Opscan 57:

- if less than 7 days

  enter exact number of days up to 6

- if 7 days or more

  enter the number 9 (this is a cue to the computer to scan Opscan 58-59.)

Opscan 58:

- if more than 9 weeks. Enter the number of tens
- if 9 weeks or less, leave blank. Enter exact number in Opscan 59.
- if 57 has been coded (less than 7 days), enter 5. This cues the computer to read Opscan 57.

Opscan 59: Number of weeks up to 9.

- if more than 9 weeks enter the number of tens in Opscan 58 and number of ones in Opscan 59.

EXAMPLES:

A. A one-day event

Opscan	57	1
	58	5
	59	blank

B. A six-day event

Opscan	57	6
	58	5
	59	blank

C. A one week span

Opscan	57	9
	58	blank
	59	1

D. A nine week span

Opscan	57	9
	58	blank
	59	9

E. A 15 week span

Opscan	57	9
	58	1
	59	5

POLICY BOARD

Attendance at Meetings: Opscan A

Opscan 1-2: Meeting Number

Enter the exact meeting number using

Opscan 1 (tens)
Opscan 2 (ones)

Note: The One Time Report provides the baseline number. Each subsequent meeting is numbered consecutively.

Opscan 3-4: Length of Meeting

Enter the length of the meeting to the nearest half hour.

Opscan 3 (number of whole hours)
Opscan 4 (half hours: either .0 or .5)

For example:

- 55 minute meeting

  Op 3 Enter 1
  Op 4 Enter 0

- 90 minute meeting

  Op 3 Enter 1
  Op 4 Enter 5

- two hours and 15 minute meeting

  Op 3 Enter 2
  Op 4 Enter 0

- two hours and 20 minute meeting

  Op 3 Enter 2
  Op 4 Enter 5

Opscan 5: When Meeting Was Convened

Enter one of the following:

A During the school day
- if held during regular school hours

B After school

- if after school, usually after 3:00 in the afternoon

C Evening

- if after 6:00 p.m.

D Weekend

- if on Saturday or Sunday or after 6:00 p.m. on a Friday

E Other holiday

- if held during extended school vacations, e.g., Spring break

F Other

- if held at any time other than listed above

Opscan 6-7: Number of Teachers Present

Enter exact number using

Op 6 (tens)
Op 7 (ones)

Opscan 8-9: Number of School Administrators Present

Enter exact number using

Op 8 (tens)
Op 9 (ones)

Opscan 10-11: Number of Higher Educators Present

Enter exact number using

Op 10 (tens)
Op 11 (ones)

Opscan 12-13: Number of Teacher Center Staff (if voting members) Present

Enter exact number using

Op 12 (tens)
Op 13 (ones)

Opscan 14-15: Number of Other Members Present

Enter exact number using

Op 14 (tens)
Op 15 (ones)

Continue as above. There are 120 Opscan items to a page. Therefore, this information can be recorded for eight policy board meetings.
But do not record this information for more than one project. Do not mix project data on one Opscan sheet.

Committee Meetings: Opscan B

Opscan 1-2: Project Number

Enter the exact project number using

Opscan 1 (tens)
Opscan 2 (ones)

Opscan 3-4: Cycle Number

Enter the exact cycle number using

Op 3 (tens)
Op 4 (ones)

Opscan 5-6: Number of Standing Committees

Enter exact

Op 5 (tens)
Op 6 (ones)

Opscan 7-8: Number of Committees Which Met During the Reporting Cycle

Enter exact

Op 7 (tens)
Op 8 (ones)

Continue as above. There are 120 Opscan items to a page. Therefore, committee information can be recorded 15 times per page. Since the project and cycle number are always referenced, you can mix project data on this form.

Policy Board Decision: Opscan C

Opscan 1-2: Meeting Number

Enter exactly

Op 1 (tens)
Op 2 (ones)

Opscan 3-4: Decision Number

Enter exactly

Op 3 (tens)
Op 4 (ones)

Opscan 5-6: Substance of the Decision

Enter one of the following:

Op 6 A Internal Policy Board Business

These are decisions which have impact only on the structure or processes of the Policy Board itself. Examples include--

To hold the next meeting on March 23

To accept the minutes

To pay members mileage for attendance at Board meetings

To add two more teacher members to the Board

To have another meeting to review the resubmission proposal

To reject the proposal for changing the bylaws

To have the Director give a monthly budget report starting next month

To accept the Committee reports

To reimburse the Program Committee members for expenses they incurred

To discuss Clustering at the next meeting

Op 6 B Grants and Other Sources of Money

These are decisions which have anything to do with soliciting and/or managing any money. (Not included. decisions with respect to spending money; nor decisions with respect to income from facilities or equipment; nor decisions with respect to state technical assistance money). Examples include--

To submit a research proposal to the Teacher Center Exchange

To appoint a committee to research future funding

To finish the Dial-a-Tutor grant

To approve the resubmission proposal

To develop a policy with respect to managing additional income

To transfer $10,000 from line item to travel and consultant funds

To reconsider the fee structure and subsidies for teachers

To accept the budget request in the proposal

To have the Director prepare a line item budget for all the accounts

To define the procedures for paying Dial-a-Tutor

To give the Director the authority to negotiate the budget and cut the budget where necessary

Op 6 C Personnel

These are decisions which have anything to do with hiring, monitoring, paying all people who are paid for services to the Center--including regular staff, and part-timers as well as outside consultants. Examples include--

To accept the policy for compensatory time for Center staff

To finish the Director's evaluation by the next meeting

To replace the terminated staff member with contractual consultants

To reimburse teachers who work part-time at the Center $5 per hour

To give letters of intent to the staff for next year

To approve the Director's request for a vacation

To establish a personnel committee to set up grievance procedures

To pay workshop leaders $25 per hour

To write in the position of Program Analyst for next year

To extend the budget for the secretarial position from 10 months to 12 months

Op 6 D Equipment, Materials and Facilities

These are decisions which have to do with acquiring, outfitting, or managing a teacher center site. Included are decisions with respect to policies and procedures for use of the site, equipment and materials. Examples include--

To develop a policy concerning equipment use fees

To charge teachers for laminating

To appoint a committee to spend $3500 for materials

To lease rather than buy the copier

To order $60 worth of bulletin board supplies

To buy a micro-computer

To establish a new site at State Street School in September

To investigate the possibility of obtaining a mobile unit

Opscan 6 E Cooperation/Coordination/Communications

These are decisions which have anything to do with initiating contact with or responding to contacts from agencies (e.g., other funded projects), institutions (e.g., school districts, universities, and the State Education Department), or individuals not directly involved with the teacher center. Examples include--

To develop a policy concerning outside courses proposed to the center

To allow the Director to use discretion in permitting attendance of teachers from outside the service area

To work with the school district in applying for funds under Title IV-C

To have the Director discuss recertification credit with the superintendent

To split the cost of the Glasser workshop with the district

To deny the request of the superintendent for $300 for a commencement speaker

To provide logistical support for a doctoral student doing a dissertation in the district

To write legislators concerning the value of the Teacher Centers Program

To explore the possibility of offering college credit for some offerings

To explore cooperation with Teacher Corps

To put up a booth at the State School Board convention

To develop an Outreach component

Opscan 6 F Other Project Operation Decision

These are decisions which cannot be coded Opscan 6A - Opscan 6E above, but which clearly have to do with managing or sustaining the project. They are not so specific, however, as to be related to directly offering program for clients (Opscan 6G - Opscan 7 AB)

Opscan 6 G Supports for Client Development

These are decisions regarding mechanisms or processes for the facilitation or support of clients participating in independent professional development. (Not included: decisions with respect to travel, even in those instances where it is for the purpose of professional development. See "travel.") Examples include--

To provide tuition reimbursement for three teachers taking the university course on the Gifted

To approve the release time request for Policy Board members to attend the retreat

To discontinue the Mini-Award Program

To fund the 20 Curriculum Development Awards recommended by the committee

To give a $2 gift certificate to teachers for every 10 visits they make to the Center

To develop guidelines for the support of teachers who engage in outside activities

To award a $35 stipend to teachers who attend the Mainstreaming Conference which will be held on a Saturday

To adopt the policy that tuition reimbursement will be provided only if the teacher agrees to share that which was learned, e.g., through a series of workshops

Opscan 6 H Teacher Center Program Development

These are all decisions made with respect to the substance of Services, Resources and Activities to be offered by the Center. Included are broad decisions concerning program goals and objectives as well as decisions concerning the nature of specific programs. Examples include--

To offer "clinical teaching" during Spring semester

To set up a teacher exchange program

To hold a major conference on English next Spring

To have an Open House

To approve the formation of a mainstreaming study group

To investigate the GATE program

To do more work in the area of the gifted

To develop and train a language arts resource team

To include the current objectives in the continuation proposal

To add parent/teacher communications as a third year objective

Opscan 6 I Teacher Center Program Logistics

These are decisions which have to do with how the program offerings will be implemented or delivered. (Not included: decisions with regard to retaining a specific instructor. See "personnel.") Examples include--

To make the rule that teachers must register in advance for all courses and workshops

To change the dates of the film series

To continue programming through the summer

To hold an Open House on October 1 from 4:00 to 7:00 p.m.

To have the Director provide a course breakdown sheet for all future workshops

To approve the list of presenters suggested by the Director

To reduce the number of newsletters sent out

Opscan 5 A Needs Assessment and Evaluation

These are decisions with respect to any planned data collection on the teacher center. (Not included: decisions with respect to the evaluation of staff. See "personnel.") Examples include--

To participate in the Program Documentation

To accept the needs assessment survey form

To write guidelines for gathering data from school superintendents

To spend $5000 of the $11000 state technical assistance money for evaluation

To review the process for needs assessment in the high school

To accept the budget and design for the evaluation project

To budget evaluation at 4% of the total budget

Opscan 5A and Opscan 6A Travel

These are decisions concerning travel for anyone connected with or served by the project for any reason. Included are decisions with respect to any expenses incurred as a result of participating in activities out of town. Examples include--

To send a teacher trainer to the Gazelle Institute meeting

To send two people to the Cluster meeting

To pay the $50 registration fee for the teacher attending the micro-computer conference

To deny the request for representation at the Washington meeting

To pay expenses up to $700 for one teacher to attend the Global Education Conference

To set aside $1500 for conference attendance

Opscan 5A and 6B Other Program Decisions

These are decisions which are related to developing or offering program but cannot be coded Opscan 6G - Opscan 7A/6A above.

Opscan 7: Relationship of the Decision to the Teacher Center Grant

Enter A

- if the substance of the decision were specifically related to submitting or managing the Teacher Center grant. Examples include--

  To have another meeting to review the resubmission proposal

  To approve the resubmission proposal

  To accept the budget request in the proposal

  To write in the position of Program Analyst for next year

  To include the current objectives in the continuation proposal

  To add parent/teacher communications as a third year objective

  To budget evaluation at 4% of the total budget

Leave blank

- if the decision were not specifically related to submitting or managing the Teacher Center grant.

Opscan 8-13: Type of Decision

Directions. Each decision must be coded as one of three types of decisions. If a "policy/supervisory" decision, use Opscan 8-9. If an "administrative" decision, use Opscan 10-11. If a "procedural" decision, use Opscan 12-13.

Opscan 8-9 Policy/Supervisory Decisions

- if the decision puts the policy board "on record" and has the potential of having a major and/or sustaining impact on the direction or scope of the program or the management of the project. Examples include--

To accept the mini-awards guidelines

To develop guidelines for reimbursement for teachers who engage in outside activities

To adopt the policy that tuition reimbursement will be provided only if the teacher agrees to share that which was learned through a series of presentations

To budget evaluation at 4% of the total budget

- if the decision is concerned with a specific matter of great magnitude or one likely to have a long-term effect. Examples include--

  To refer the problem of program costs to the Program Committee; there is an urgent need to reconsider the fee structure for teacher subsidies. (Subsidies for teachers is a highly political area of decision making.)

  To buy a micro-computer. (The cost of this item is the "magnitude." Any item that costs more than $1000 is an item of "magnitude.")

  To split the cost of the Glasser workshop with the district. (Glasser is expensive! Additionally, co-operating with the district in financial ventures is operating in an area of political "magnitude."

  To provide logistical support for a doctoral student doing a dissertation in the district. (The "magnitude" in this is risky business. The center is taking a chance that everything is going to go well.)

  To write the state legislators concerning the value of Teacher Centers. (The "magnitude" in this example is not in terms of the potential impact of the decision. Rather it is an example of a "going on record" decision that it is often important for Policy Boards to make.)

  To put up a booth at the State School Board convention. (The "magnitude" in this example is that this type of decision should not be made independently by the teacher center staff because of its importance in terms of the public image the Center is projecting.)

  To give a $2 gift certificate to teachers for every 10 visits they make to the Center. ("Magnitude" both with respect to amount of money involved over time and to the potential public relations impact.)

- if the decision is intended to determine the course or set the direction of the project. Examples include--

To submit a research grant to the Teacher Center Exchange

To finish the Dial-a-Tutor grant

To write in the position of Program Analyst for next year

To establish a new Teacher Center site at State Street School

To work with the school district in applying for funds under Title IV-C

To explore the possibility of offering college credit for some Teacher Center offerings

To discontinue the Mini-Award Program

To set up a teacher exchange program

To investigate the GATE Program

To add $10,000 to the budget request to cover the new "Enabling" focus area

- if the decision is one which only the officially constituted Policy Board can make and is important with respect to managing the project or offering program. (Not included: decisions which only the Policy Board can make but which relate only to Policy Board operations, e.g., approving the minutes. See "Procedural.") Examples include--

  To add two more teacher members to the Policy Board

  To approve the resubmission proposal

  To accept the budget request in the proposal

  To replace the terminated staff member with contractual consultants

  To explore cooperation with Teacher Corps

- if the decision is important and clearly a Policy Board matter but is delegated. Examples include--

  To give the Director the authority to negotiate the budget and to cut where necessary

  To appoint a committee to spend $3500 on new materials

  To allow the Director to use discretion in permitting attendance of teachers from outside the service area

Opscan 10-11 Administrative Decisions

- if the decision is important in the day-to-day management of the project, in the offering of program, or in managing the Policy Board. The decision typically affects only a specific, single instance. Examples include--

To define the procedures for paying Dial-a-Tutor

To approve the Director's request for a vacation

To pay the workshop leader $75

To charge teachers for laminating

To order $60 worth of bulletin board supplies

To lease rather than rent the copier

To cut down on the number of monthly newsletters

To approve the release time request for Policy Board members so they can attend the retreat

To approve the course "Clinical Teaching"

To have an Open House

To change the date of the film series

To make the rule that teachers must preregister for courses

To approve the list of persenters suggested by the Director

To send one teacher to the Micro-computer Conference. (Note: expense under $1000.)

To hold the next Policy Board meeting March 23

Opscan 12-13 Procedural Decisions

- if the decision is concerned only with process and has no effect on either project management or program operations. Examples include--

  To accept the minutes

  To approve the Committee reports

  To have elections next week

- if the decision cannot be coded as either "Policy/Supervisory" or "Administrative."

Opscan 8-13 Type of Action Taken

Directions. There are 16 possible types of action that may be taken by a Policy Board on each decision. The appropriate Opscan line is determined by the Type of Decision. The Opscan marking is determined by the Type of Action. For "Policy/Supervisory" decisions use line 9 for single entry Actions; use lines 8 and 9 for double entry Actions. For "Administrative" decisions use line 11 for single entry Actions; use lines 10 and 11 for double entry Actions. For "Procedural" decisions use line 13 for single entry Actions; use lines 12 and 13 for double entry Actions. Thus--

Use line 9 for "Policy/Supervisory" decisions
Use line 11 for "Administrative" decisions
Use line 13 for "Procedural" decisions

Code--

A	if affirmative decision
B	if affirmative decision to allocate or spend money
C	if non-affirmative decision
D	if decision not to allocate or spend money
E	if decision was tabled
F	if decision was delegated to a committee
G	if decision was delegated to staff
H	if decision was made to approve committee recommendation
I	if decision was made to approve a staff/Policy Board member recommendation

Use line 8 for "Policy/Supervisory" decisions
Use line 10 for "Administrative" decisions
Use line 12 for "Procedural" decisions

Code--

A	if decision was made to approve a recommended allocation of money

Use lines 8 and 9 for "Policy/Supervisory" decisions
Use lines 10 and 11 for "Administrative" decisions
Use lines 12 and 13 for "Procedural" decisions

Code--

AA	if rejection of committee recommendation
AB	if rejection of staff/Policy Board member recommendation
AC	if rejection of recommended allocation of money
AD	if tabled committee recommendation
AE	if tabled staff/Policy Board member recommendation
AF	if tabled allocation of money
AG	if other type of action was taken

APPENDIX E

POLICY BOARD DATA TABLES

Table E1

Policy Board Voting Membership

n = 37 projects

Role Group	Number	Percentage	Mean	Std. Dev.
Teachers	504	65.0	13.6	5.7
Administrators	165	21.3	4.6	3.5
Higher education	61	7.9	1.5	1.1
Other	45	5.8	1.2	1.4
Total	775	100.0	20.9	

Table E2

Policy Board Chairperson

n = 37 projects

Role Group	Number	Percentage
Teacher	33	89.2
School administrator	1	2.7
Higher education	1	2.7
Other	2	5.4
Total	37	100.0

Table E3

Number of Policy Board Standing Committees

n = 37 projects

Number of Standing Committees	Number of Policy Boards
None	3
1	2
2	4
3	6
4	9
5	8
6	2
7	1
8	2

Total number of committees = 139

Mean = 3.8

S.D. = 1.9

Table E4

Type of Policy Board

Standing Committees*

n = 37 projects

Type of Committee	Number of Projects	Percentage
Project Management		
Long-range planning	13	35.1
Finance	17	45.9
Grants	10	27.0
Evaluation	15	40.5
Coordination/Communication	15	40.5
Equipment, materials, facilities	2	5.4
Personnel	9	24.3
Program for Clients		
Determination of program	23	62.2
Professional development resources	5	13.5
Needs assessment	3	8.1
Policy Board Operations	8	21.6

* Totals are inappropriate since a number of policy boards have more than one committee.

Table E5

Frequency of Policy Board Meetings

n = 37 projects

Frequency of Meetings	Number of Projects	Percentage
Monthly	32	86.5
Bi-monthly	1	2.7
Quarterly	4	10.8
Total	37	100.0

Table E6

Provision of Release Time for Policy Board Meetings

n = 37 projects

Provision of Release Time	Number of Projects	Percentage
Yes	21	56.8
No	16	43.2
Total	37	100.0

Table E7

Time Policy Board Meetings Held

n = 190 meetings

Time Convened	Number of Meetings	Percentage
During school day	58	30.5
After school	80	42.1
Evening	52	27.4
Total	190	100.0

Table E8

Length of Policy Board Meetings

n = 190 meetings

Number of Hours	Number of Meetings	Percentage
1 hour	12	6.3
1 hour, 30 minutes	34	17.9
2 hours	55	28.9
2 hours, 30 minutes	38	20.0
3 hours	22	11.6
3 hours, 30 minutes	6	3.2
4 hours	3	1.6
4 hours plus	20	10.5
Total	190	100.0

Mean = 2 hours, 30 minutes
S.D. = 57 minutes

Table E9

Attendance of Voting Members at Policy Board Meetings

n = 190 meetings

Role Group	Number	Percentage	Mean	Std. Dev.
Teachers	1671	71.6	8.8	3.09
Administrators	400	17.2	2.1	1.60
Higher Education	145	6.2	0.8	0.92
Other	118	5.0	0.6	0.94
Total	2334	100.0	12.3	

Table E10

Number of Policy Board Decisions

n = 190 meetings

Number of Decisions	Mean	Std. Dev.
990	5.2	2.9

Table E11

Focus of Policy Board Decisions

n = 990 decisions

Focus	Number	Percentage
Project management	396	40.0
Program for clients	325	32.8
Policy Board operations	269	27.2
Total	990	100.0

Table E12

Substance of Project Management Decisions

n = 990 decisions

Substance	Number	Percentage
Grants and other sources of support	131	13.2
Personnel	115	11.6
Coordination/Communication	93	9.4
Equipment, materials and facilities	49	5.0
Other	8	0.8
Total	396	40.0

Table E13

Decisions Related to Submission or Management of Teacher Center Grant

n = 990 decisions

Decisions	Number	Percentage
Related to teacher center grant	70	7.1
Related to soliciting or managing funds from other source(s)	61	6.1
Total	131	13.2

Table E14

Substance of Program Decisions

n = 990 decisions

Substance	Number	Percentage
Determination of program	103	10.4
Professional development resources	77	7.8
Travel	64	6.5
Needs assessment/ evaluation	39	3.9
Logistics of programming	37	3.7
Other	5	0.5
Total	325	32.8

Table E15

Type of Policy Board Decisions

n = 990 decisions

Type	Number	Percentage
Administrative	400	40.4
Policy/Supervisory	389	39.3
Procedural/Other	201	20.3
Total	990	100.0

Table E16

Type of Decision by Focus of Decision

n = 990 decisions

	Type of Decision					
	Policy/Supervisory		Administrative		Procedural/Other	
Focus	Number	Percentage	Number	Percentage	Number	Percentage
Project management	222	22.4	164	16.5	10	1.0
Program for clients	88	8.9	235	23.8	2	0.2
Policy board operations	79	8.0	1	0.1	189	19.1
Total	389	39.3	400	40.4	201	20.3

Table E17

Type of Decision by Project Management Decisions

n = 990 decisions

	Type of Decision					
	Policy/Supervisory		Administrative		Procedural/Other	
Project Management Decisions	Number	Percentage	Number	Percentage	Number	Percentage
Grants and other sources of support	96	9.7	28	2.8	7	0.7
Personnel	55	5.5	59	6.0	1	0.1
Coordination/Communications	58	5.9	34	3.4	1	0.1
Equipment, materials, facilities	11	1.1	38	3.8	0	0.0
Other	2	0.2	5	0.5	1	0.1
Total	222	22.4	164	16.5	10	1.0

Table E18

Type of Decision by Program Decisions

n = 990 decisions

	Type of Decision					
	Policy/Supervisory		Administrative		Procedural/Other	
Program Decisions	Number	Percentage	Number	Percentage	Number	Percentage
Determination of program	35	3.6	67	6.8	1	0.1
Professional development resources	30	3.0	47	4.7	0	0.0
Travel	3	0.3	61	6.2	0	0.0
Needs assessment/ evaluation	15	1.5	23	2.3	1	0.1
Logistics of programming	2	0.2	35	3.6	0	0.0
Other	3	0.3	2	0.2	0	0.0
Total	88	8.9	235	23.8	2	0.2

Table E19

Focus of Decisions by Type of Decisions

n = 990 decisions

Substance of Decisions	Total Number Decisions	Percentage Policy/ Supervisory	Percentage Administrative	Percentage Procedural	Total Percentage
Project Management					
Grants	131	73.3	21.4	5.3	100.0
Personnel	115	47.8	51.3	0.9	100.0
Coordination/Communication	93	62.4	36.6	1.0	100.0
Equipment, materials and facilities	49	22.4	77.6	0.0	100.0
Other	8	25.0	62.5	12.5	100.0
Total Project Management	396	56.1	41.4	2.5	100.0
Program					
Determination	103	34.0	65.0	0.1	100.0
Professional development resources	77	38.9	61.1	0.0	100.0
Travel	64	4.7	95.3	0.0	100.0
Needs assessment/ evaluation	39	38.5	59.0	0.5	100.0
Logistics	37	5.4	94.6	0.0	100.0
Other	5	60.0	40.0	0.0	100.0
Total Program	325	27.1	72.3	0.6	100.0
Policy Board Operations	269	29.4	0.3	70.3	100.0

Table E20

Type of Policy Board Action

n = 990 decisions

Type of Action	Number	Percentage
Affirmative		
General	629	63.7
Allocation of Money	196	19.8
Approval of Staff or Committee Recommendation	21	2.0
Total Affirmative	846	85.5
Delegations		
To a Committee	66	6.7
To Staff	23	2.3
Total Delegations	90	9.0
Non-Affirmative		
General	19	1.9
Allocation of Money	14	1.4
Rejected Committee Recommendation	1	0.1
Total Non-Affirmative	34	3.4
Tabled	17	1.7
Other	3	0.3
Total	990	100.0

Table E21

Policy Board Operation Decisions by Type of Action Taken by the Policy Board

n = 990 decisions

Type of Action	Number	Percentage
Affirmative action		
General	234	23.7
Allocation of money	1	0.1
Approval of staff or committee recommendation	4	0.4
Delegations	20	2.0
Non-affirmative action	3	0.3
Tabled	7	0.7
Other	0	0.0
Total	269	27.2

Table E22

Project Management Decisions by Type of Affirmative Action Taken by the Policy Board

n = 990 decisions

	Type of Affirmative Action					
	General		Allocation of money		Approval of staff or committee recommendation	
Project Management Decisions	Number	Percentage	Number	Percentage	Number	Percentage
Grants and other sources of support	88	8.9	21	2.1	4	0.4
Personnel	50	5.1	34	3.4	6	0.6
Coordination/Communication	68	6.9	4	0.4	1	0.1
Equipment, materials, facilities	18	1.8	24	2.4	0	0.0
Other	6	0.6	0	0.0	1	0.1
Total	230	23.2	83	8.3	12	1.2

Table E23

Program Decisions by Type of Affirmative Action Taken by the Policy Board

n = 990 decisions

	Type of Affirmative Action					
	General		Allocation of money		Approval of staff or committee recommendation	
Program Decisions	Number	Percentage	Number	Percentage	Number	Percentage
Determination of program	74	7.5	7	0.7	1	0.1
Professional development resources	26	2.6	36	3.6	3	0.3
Travel	3	0.3	59	6.0	0	0.0
Needs assessment/ evaluation	30	3.0	4	0.4	0	0.0
Logistics of programming	29	2.9	4	0.4	1	0.1
Other	3	0.3	2	0.2	0	0.0
Total	165	16.6	112	11.3	5	0.5

Table E24

Project Management Decisions by Other Actions Taken by the Policy Board

n = 990 decisions

	Other Policy Board Action							
	Delegations		Non-Affirmative		Tabled		Other	
Project Management Decision	Number	%	Number	%	Number	%	Number	%
Grants and other sources of support	13	1.3	3	0.3	2	0.2	0	0.0
Personnel	16	1.6	7	0.7	1	0.1	1	0.1
Coordination/Communication	8	0.8	8	0.8	3	0.3	1	0.1
Equipment, materials, facilities	6	0.6	1	0.1	0	0.0	0	0.0
Other	0	0.0	1	0.1	0	0.0	0	0.0
Total	43	4.3	20	2.0	6	0.6	2	0.2

Table E25

Program Decision by Other Actions

Taken by Policy Boards

n = 990 decisions

	Other Policy Board Action							
	Delegations		Non-Affirmative		Tabled		Other	
Program Decision	Number	%	Number	%	Number	%	Number	%
Determination of program	13	1.3	5	0.5	3	0.3	0	0.0
Professional development resources	7	0.7	4	0.4	1	0.1	0	0.0
Travel	0	0.0	2	0.2	0	0.0	0	0.0
Needs assessment/ evaluation	4	0.4	0	0.0	0	0.0	1	0.1
Logistics of programming	3	0.3	0	0.0	0	0.0	0	0.0
Other	0	0.0	0	0.0	0	0.0	0	0.0
Total	27	2.7	11	1.1	4	0.4	1	0.1

Table E26

Actions Taken By Policy Board By

Types of Decisions

n = 990 decisions

	Type of Decision					
	Policy/Supervisory		Administrative		Procedural/Other	
Type of Action	Number	Percentage	Number	Percentage	Number	Percentage
Affirmative action						
General	237	23.9	199	20.1	193	19.5
Allocation of money	70	7.0	126	12.7	0	0.0
Approval of staff or committee recommendation	8	0.8	12	1.2	1	0.1
Delegations	35	3.5	48	4.8	7	0.7
Non-affirmative action	24	2.4	10	1.0	0	0.0
Tabled	15	1.5	2	0.2	0	0.0
Other	0	0.0	3	0.3	0	0.0
Total	389	39.1	400	40.3	201	20.3

APPENDIX F

SERVICES AND RESOURCE DATA TABLES

Table F1

Provision of Staff Services and Resources

n = 37 projects

Number of Services and Resources Provided within Projects	Number of Projects Providing	Percentage of Projects
0	1	2.7
1	0	0.0
2	2	5.4
3	2	5.4
4	2	5.4
5	6	16.2
6	4	10.8
7	4	10.8
8	7	18.9
9	3	8.2
10	1	2.7
11	0	0.0
12	2	5.4
13	1	2.7
14	2	5.4
Total	37	100.0

Total number services and resources provided across projects = 258

Mean per project = 7.0

S.D. = 3.2

Table F2

Provision and Utilization of Staff

Services and Resources

Type	Projects which offer (n = 37)		Data months* (n = 1606)		Utilization (n = 55628)		Mean per month per project
	Number	Percent	Number	Percent	Number	Percent	
Consultative staff services	30	(81.1%)	352	(21.9%)	14098	(25.3%)	40.1
Facilitative staff services	24	(64.9%)	261	(16.3%)	6350	(11.4%)	24.3
Material resources and equipment	34	(91.9%)	676	(42.1%)	32304	(58.1%)	47.8
Monetary resources	26	(70.3%)	317	(19.7%)	2876	(5.2%)	9.1
Total			1606	(100.0%)	55628	(100.0%)	34.6

* Data months is computed by multiplying the number of projects which offer a service/ resource by the number of months the service/resource was documented.

Table F3

Provision of Staff Services and

Resources by Type

n = 37 projects

Number of Services/ Resources Provided	Consultative Service		Facilitative Service		Materials and Equipment		Monetary	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0	7	(18.9%)	13	(35.1%)	3	(8.1%)	11	(29.7%)
1	13	(35.1%)	9	(24.3%)	6	(16.2%)	10	(27.0%)
2	10	(27.0%)	9	(24.3%)	6	(16.2%)	10	(27.0%)
3	3	(8.1%)	6	(16.2%)	7	(18.9%)	3	(8.1%)
4	3	(8.1%)	0	(0.0%)	10	(27.0%)	3	(8.1%)
5	1	(2.7%)	0	(0.0%)	4	(10.8%)	0	(0.0%)
6	0	(0.0%)	0	(0.0%)	1	(2.7%)	0	(0.0%)
Mean number per project		1.6		1.2		2.8		1.4
Standard deviation		1.2		1.1		1.6		1.2

Table F4

Provision and Utilization of Material Resources and Equipment

Type of Material/ Equipment Resource	Projects which offer (n = 37)		Data months* (n = 1606)		Utilization (n = 55628)				
	Number	%	Number	%	Number	%	Median	Mean	Std. De
Library									
Professional	27	(73.0%)	197	(12.3%)	6520	(11.7%)	19.0	33.1	58.1
Instructional aids	11	(30.0%)	81	(5.0%)	2958	(5.3%)	20.0	36.5	66.0
Equipment									
Production equipment	20	(54.1%)	129	(8.0%)	9903	(17.9%)	35.0	76.8	197.1
Audio-visual	4	(10.8%)	22	(1.4%)	346	(0.6%)	6.0	15.7	17.6
Production materials									
Make/take supplies	12	(32.4%)	72	(4.5%)	8815	(15.9%)	25.0	122.4	379.1
Recyclables	14	(37.8%)	73	(4.5%)	2351	(4.2%)	11.0	32.2	99.7
Specific information									
Local resource file	10	(27.0%)	54	(3.5%)	861	(1.5%)	19.0	15.9	19.9
Computerized information system	2	(5.4%)	11	(0.7%)	130	(0.2%)	9.0	11.8	5.5
Teacher idea file	2	(5.4%)	15	(0.9%)	263	(0.5%)	15.5	17.5	13.8
Other	3	(8.1%)	22	(1.4%)	143	(0.3%)	10.0	9.5	6.7
Totals			676	(42.1%)	32304	(58.1%)			

* Data months is computed by multiplying the number of projects which offer a service/resource by the number of months the service/resource was documented.

Table F5

Provision and Utilization of Consultative Services

Type of Consultative Service	Projects which offer (n = 37)		Data months* (n = 1606)		Utilization (n = 55628)				
	Number	%	Number	%	Number	%	Median	Mean	Std.Dev
General consultations									
At center	4	(10.8%)	11	(0.7%)	354	(0.6%)	41.5	32.2	22.7
In schools	9	(24.3%)	64	(4.0%)	1783	(3.2%)	31.5	30.1	36.0
In schools/at center	10	(27.0%)	66	(4.2%)	704	(1.3%)	10.0	10.7	8.3
Specific consultations									
Materials development assistance	6	(16.2%)	26	(1.6%)	8912	(16.0%)	139.5	342.8	553.8
Follow up on activities	3	(8.1%)	20	(1.2%)	676	(1.2%)	38.0	33.8	33.4
Teacher project consultations	6	(16.2%)	34	(2.1%)	436	(0.9%)	12.0	12.8	17.3
Curriculum development assistance	4	(10.8%)	26	(1.6%)	289	(0.5%)	11.5	11.1	7.9
Demonstrations	5	(13.5%)	36	(2.3%)	236	(0.4%)	7.5	6.6	6.7
Teacher leader assistance	3	(8.1%)	20	(1.2%)	81	(0.01%)	7.0	4.1	5.4
Videotaping	4	(10.8%)	20	(1.2%)	146	(0.3%)	5.0	6.9	13.9
Clinical observations	3	(8.1%)	21	(1.3%)	86	(0.2%)	4.5	4.1	5.9
Other consultations	2	(5.4%)	8	(0.5%)	395	(0.7%)	48.0	49.4	25.5
Total			352	(21.9%)	14098	(25.3%)			

* Data months is computed by multiplying the number of projects which offer a service/resource by the number of months the service/resource was documented.

Table F6

Provision and Utilization of Facilitative

Staff Services

	Projects which offer (n = 37)		Data months* (n = 1606)		Utilization (n = 55628)				
Type of Facilitative Service	Number	%	Number	%	Number	%	Median	Mean	Std. Dev.
General facilitation									
Mobile unit	2	(5.4%)	10	(0.6%)	1529	(2.7%)	100.0	152.9	189.9
Hotline	5	(13.5%)	30	(1.9%)	2045	(3.7%)	12.0	68.2	309.0
Matching all areas	13	(35.1%)	82	(5.1%)	1345	(2.4%)	11.0	16.4	20.8
Specific facilitation									
Instructional materials matching	3	(8.1%)	23	(1.4%)	351	(0.6%)	13.0	15.3	11.8
Computer search	6	(16.2%)	33	(2.1%)	327	(0.6%)	7.0	9.9	16.7
Teacher matching	9	(24.3%)	48	(3.0%)	361	(0.7%)	5.0	7.5	13.9
Other matching	7	(18.9%)	35	(2.2%)	392	(0.7%)	7.0	11.2	13.6
Total			261	(16.3%)	6350	(11.4%)			

* Data months is computed by multiplying the number of projects which offer a service/resource by the number of months the service/resource was documented.

Table F7

Provision and Utilization of Monetary Resources

Type of Monetary Resource	Projects which offer (n = 37)		Data months* (n = 1606)		Utilization (n = 55628)				
	Number	%	Number	%	Number	%	Median	Mean	Std. Dev.
Substitutes	18	(48.6%)	92	(5.7%)	1696	(3.0%)	18.0	18.4	30.2
Incentive awards	17	(45.9%)	131	(8.2%)	588	(1.1%)	5.0	4.5	8.4
Professional development funds	13	(35.1%)	61	(3.8%)	255	(0.5%)	4.0	4.2	6.3
Tuition reimbursement	5	(13.5%)	33	(2.0%)	337	(0.6%)	6.0	10.2	20.9
Total			317	(19.7%)	2876	(5.2%)			

* Data months is computed by multiplying the number of projects which offer a service/resource by the number of months the service/resource was documented.

Table F8

Provision and Utilization of Other Services and Resources

Other Services/Resources	Projects which offer (n = 37)		Data months* (n = 1606)		Utilization** (n = 55628)			
	Number	%	Number	%	Number	Median	Mean	Std. Dev.
Printing service	4	(10.8%)	24	(1.5%)	1118	10.0	46.6	76.1
State authorized text-book examination	2	(5.4%)	15	(0.9%)	61	2.5	4.1	12.5
Collegial drop-in	9	(24.3%)	49	(3.1%)	6371	52.5	130.0	198.2
Newsletter	33	(89.2%)	245	(15.3%)	418543	N.A.	1708.3	N.A.

* Data months is computed by multiplying the number of projects which offer a service/resource by the number of months the service/resource was documented.

** Percentage is not appropriate since the use of these services and resources did not contribute to the total utilization figure.

APPENDIX G

ACTIVITIES DATA TABLES

Table G1

Summary of Activities, Participants and Participant Hours of 37 Centers

n = 247 months*

Indicator	Total	Median per month	Mean per month	Std. Dev.
Number of activities	1658	5.0	6.7	8.1
Number of participants	43185	93.0	174.8	306.9
Number of participant hours	278597	567.0	1127.9	1966.9

* Determined by summing the number of months each project was involved in the study.

Table G2

Type of Participants

n = 43185 participants

	Participants		Activities Involved In[1]	
Type of Participant	Total	Percentage	Total	Percentage
Classroom teachers	34584	80.1	1573	94.5
Other clients[2]	8601	19.9	419	25.3
Total	43185	100.0		

[1] Since an activity could have more than one type of participant involved, totals are inappropriate.

[2] "Other" includes certified non-instructional personnel, non-professional school personnel, administrators, pre-service teachers and community people.

Table G3

Client Focus of Activities

n = 1658 activities

Focus on	Number of Activities	Percentage
Classroom teachers only	1239	74.7
Others[1] only	85	5.1
Classroom teachers and others	334	20.2
Total	1658	100.0

---

[1] "Other" includes certified non-instructional personnel, non-professional school personnel, administrators, perservice teachers and community people.

Table G4

Participation of Clients other than Teachers*

n = 1658 activities

Clients other than Teachers	Number of Activities	Percentage of Activities
Community people	188	11.3
Administrators	187	11.3
Non-professional school personnel	63	3.8
Certified non-instructional personnel	38	2.3
Preservice teachers	26	1.6

* Since an activity could have more than one type of other client involved, totals are inappropriate. Of the 1658 activities, clients other than classroom teachers participated in a total of 419 (25.2%) activities.

Table G5

Content Focus of Activities

n = 1658 activities

	Activities		Participants		Participant Hours	
Focus on	Number	Percentage	Number	Percentage	Number	Percentage
Instruction of children	1196	72.1	26793	62.1	202699	72.8
Development of teachers[1]	446	26.9	14783	34.2	67191	24.1
Other	16	1.0	1609	3.7	8707	3.1
Total	1658	100.0	43185	100.0	278597	100.0

[1] "Teachers" includes classroom teachers as well as all other teacher center clients.

Table G6

Focus on Instruction of Children

n = 1658 activities*

	Activities		Participants		Participant Hours	
Focus on	Number	Percentage	Number	Percentage	Number	Percentage
Pedagogy	993	59.9	19291	44.7	163745	58.8
School curriculum	596	35.9	13930	32.3	102845	36.9
Specific client groups	476	28.7	8726	20.2	57570	20.7
Children with special needs	182	11.0	4232	9.8	37872	13.6

* Since activities could relate to more than one dimension of "The Instruction of Children," totals are inappropriate. Of the 1658 activities, 1196 (72.1%) focused on "The Instruction of Children."

Table G7

Pedagogy: Participation Details

n = 1658 activities

Focus on	Total Activities		Total Participants		Total Participant Hours	
	Number	Percentage	Number	Percentage	Number	Percentage
Instructional management	318	19.2	6033	14.0	60574	21.7
Materials presentation/ development	266	16.0	4438	10.3	23527	8.4
Understanding children/ instruction	118	7.1	2437	5.6	17766	6.4
Classroom management	112	6.8	3054	7.2	28553	10.2
Curriculum development	107	6.5	1616	3.8	20057	7.3
Equipment/Media	54	3.3	723	1.7	4984	1.8
Other	18	1.0	990	2.1	8283	3.0
Total	993	59.9	19291	44.7	163745	58.8

Table G7, continued

Focus on	Number of Activities	Participants per activity			Participant Hours per activity		
		Median	Mean	Std. Dev.	Median	Mean	Std. Dev.
Instructional management	318	15	19.0	17.5	87.5	190.5	266.4
Materials presentation/ development	266	13	16.7	16.1	37	88.4	162.5
Understanding children/ instructor	118	14	20.7	24.6	51	150.6	254.2
Classroom management	112	18	27.3	42.6	105	254.9	327.2
Curriculum development	107	14	15.1	10.5	75	187.4	281.0
Equipment/Media	54	10	13.4	12.6	24	92.3	171.1
Other	18	20	55.0	99.1	167.5	460.3	970.9

Table G8

School Curriculum: Participation Details

n = 1658 activities

Focus on	Total Activities		Total Participants		Total Participant Hours	
	Number	Percentage	Number	Percentage	Number	Percentage
Basic skills	297	17.9	5347	12.4	46393	16.7
Other traditional areas	168	10.1	3492	8.1	24236	8.7
Special interest areas	122	7.4	4922	11.4	26924	9.7
Other	9	0.5	169	0.4	5292	1.8
Total	596	35.9	13930	32.3	102845	36.9

Table G8, continued

Focus on	Number of Activities	Participants per activity			Participant Hours per activity		
		Median	Mean	Std. Dev.	Median	Mean	Std. Dev.
Basic skills	297	14	18.0	17.3	63	156.2	245.7
Other traditional areas	168	13	20.8	45.1	45	144.3	274.8
Special interest areas	122	14	40.3	132.4	82	220.7	425.3
Other	9	14	18.8	17.7	96	588.0	1361.9

Table G9

Specific Client Groups: Participation Details

n = 1658 activities

Focus on	Total Activities Number	Total Activities Percentage	Total Participants Number	Total Participants Percentage	Total Participant Hours Number	Total Participant Hours Percentage
Elementary teachers	154	9.3	2739	6.3	24249	8.7
Specific group of elementary teachers	79	4.8	1124	2.6	7353	2.6
Secondary teachers	65	3.9	1402	3.2	13205	4.7
Specific group of secondary teachers	70	4.2	1190	2.6	4546	1.6
Other education personnel	43	2.5	800	1.9	3236	1.2
Teachers from specialty area	33	2.0	437	1.0	1780	0.6
Staff of specific school	16	1.0	307	0.7	1354	0.5
Other	16	1.0	727	1.7	1848	0.7
Total	476	28.7	8726	20.2	57570	20.7

Table G9, continued

Focus on	Number of Activities	Participants per activity Median	Participants per activity Mean	Participants per activity Std. Dev.	Participant Hours per activity Median	Participant Hours per activity Mean	Participant Hours per activity Std. Dev.
Elementary teachers	154	15	17.8	14.6	71	157.5	204.2
Specific group of elementary teachers	79	12	14.2	10.1	32.5	93.1	193.2
Secondary teachers	65	13	21.6	29.2	96	203.1	304.5
Specific group of secondary teachers	70	10	17.0	16.6	43	64.9	65.0
Other education personnel	43	13	18.6	13.9	36	75.3	82.0
Teachers from specialty area	33	9	13.2	15.7	22	53.9	91.4
Staff of specific school	16	16	19.2	10.2	34.5	84.6	108.5
Other	16	14.5	45.4	69.8	54.5	115.5	147.4

Table G10

Children with Special Needs: Participation Details

n = 1658 activities

Focus on	Total Activities		Total Participants		Total Participant Hours	
	Number	Percentage	Number	Percentage	Number	Percentage
Handicapped	71	4.3	1581	3.7	13519	4.6
Cultural background	42	2.5	734	1.7	7023	2.6
Gifted	29	1.7	919	2.1	7903	2.9
Economic disadvantage	17	1.1	475	1.1	2433	1.0
Other	23	1.4	523	1.2	6994	2.5
Total	182	11.0	4232	9.8	37872	13.6

Table G10, continued

Focus on	Number of Activities	Participants per activity			Participant Hours per activity		
		Median	Mean	Std. Dev.	Median	Mean	Std. Dev.
Handicapped	71	11	22.3	53.2	81	190.4	259.8
Cultural background	42	14	17.5	21.6	58.5	167.2	275.6
Gifted	29	16	31.7	56.2	84	272.5	422.2
Economic disadvantage	17	22	27.9	15.3	102	143.1	110.4
Other	23	18	22.7	16.5	96	304.1	856.5

Table G11

Content Type of Activities Focused on the Instruction of Children

n = 1196 activities

	Total Activities		Total Participants		Total Participant Hours	
Content Type	Number	Percentage	Number	Percentage	Number	Percentage
One dimension	422	35.3	12324	46.0	85388	42.1
Two dimensions	516	43.2	9947	37.1	77578	38.3
Three dimensions	235	19.7	4095	15.3	37700	18.6
Four dimensions	23	1.8	427	1.6	2161	1.0
Total	1196	100.0	26793	100.0	202699	100.0

Table G11, continued

		Participants per activity			Participant Hours per activity		
Content Type	Number of Activities	Median	Mean	Std. Dev.	Median	Mean	Std. Dev.
One dimension	422	15	29.2	80.95	51.5	202.3	379.2
Two dimensions	516	13	19.3	26.6	57.0	150.3	238.0
Three dimensions	235	14	17.4	18.7	63	160.4	330.1
Four dimensions	23	15	19.0	19.9	60	95.3	98.8
Total	1196						

Table G12

Instruction of Children: Content Focus as Related to Content Type

n = 1196 activities

		Content Types							
		One dimension		Two dimensions		Three dimensions		Four dimensions	
Content Focus	Number of Activities	Number	%	Number	%	Number	%	Number	%
School Curriculum									
Basic skills	297	12	4.0	145	48.9	124	41.8	16	5.3
Other traditional areas	168	22	13.1	84	50.0	57	33.9	5	3.0
Special interest	122	33	27.0	56	45.9	32	26.1	1	0.8
Other	9	2	22.2	5	55.6	2	22.2	0	0.0
Total School Curriculum	596	69	11.6	290	48.7	215	36.0	22	3.7
Children with Special Needs									
Gifted	29	3	10.3	16	55.2	7	24.2	3	10.3
Handicapped	71	9	12.7	39	55.0	18	25.3	5	7.0
Cultural background	42	10	23.8	17	40.5	10	23.8	5	11.9
Economic disadvantage	17	0	0.0	2	11.8	6	35.3	9	52.9
Other	23	0	0.0	19	82.6	4	17.4	0	0.0
Total Special Needs	182	22	12.1	93	51.1	45	24.7	22	12.1
Pedagogy									
Instructional management	318	47	14.8	159	50.0	105	33.0	7	2.2
Classroom management	112	85	75.9	26	23.1	1	1.0	0	0.0
Materials	266	75	28.2	117	50.0	65	24.4	9	3.4
Understanding children/ instruction	118	52	44.1	54	45.8	10	8.4	2	1.7
Curriculum development	107	5	4.7	53	49.5	45	42.1	4	3.7
Equipment/Media	54	38	70.3	15	27.8	1	1.9	0	0.0
Other	18	3	16.7	10	55.6	5	27.7	0	0.0
Total Pedagogy	993	305	30.7	434	43.7	232	23.4	22	2.2
Client Needs									
Elementary teachers	154	0	0.0	55	35.7	86	55.8	13	8.5
Specific elementary teachers	79	0	0.0	35	53.9	29	44.6	1	1.5
Secondary teachers	65	4	24.2	19	57.6	7	21.2	3	9.0
Specific secondary teachers	70	0	0.0	11	68.8	4	25.0	1	6.2
Teachers from specialty area	33	5	11.6	30	69.8	8	18.6	0	0.0
School staff	16	8	10.1	26	32.9	43	54.5	2	2.5
Other education personnel	43	8	11.4	29	41.4	31	44.4	2	2.8
Other	16	1	6.2	10	62.5	5	31.3	0	0.0
Total Client Needs	476	26	5.5	215	45.2	213	44.7	22	4.6

Table G13

Focus on Development of Teachers

n = 1658 activities

Focus on	Activities		Participants		Participant Hours	
	Number	Percentage	Number	Percentage	Number	Percentage
Development as professionals	292	17.6	8716	20.2	38350	13.8
Development as individuals	154	9.3	6067	14.0	28841	10.3
Total	446	26.9	14783	34.2	67191	24.1

Table G14

Development of Teachers as Professionals:

Participation Details

n = 1658 activities

Focus on	Total Activities		Total Participants		Total Participant Hours	
	Number	Percentage	Number	Percentage	Number	Percentage
Awareness of professional opportunities	119	7.2	4432	10.3	6055	2.2
Non-teaching professional skills	97	5.6	1719	4.0	17686	6.3
Professional issues/ concerns	51	3.2	1649	3.8	10682	3.8
General interest, education	19	1.2	676	1.6	2555	0.9
Other	6	0.4	240	0.5	1373	0.6
Total	292	17.6	8716	20.2	38350	13.8

Table G14, continued

Focus on	Number of Activities	Participants per activity			Participant Hours per activity		
		Median	Mean	Std. Dev.	Median	Mean	Std. Dev.
Awareness of professional opportunities	119	27	37.2	76.9	35	50.9	96.9
Non-teaching professional skills	97	14	17.7	18.1	78	182.3	361.8
Professional issues/ concerns	51	14	32.3	38.9	69	209.5	311.5
General interest, education	19	25	35.6	38.0	63	134.4	157.2
Other	6	7.5	40.0	56.2	82.5	228.8	327.9

Table G15

Development of Teachers as Individuals:
Participation Details

n = 1658 activities

Focus on	Total Activities		Total Participants		Total Participant Hours	
	Number	Percentage	Number	Percentage	Number	Percentage
Personal	101	6.1	5204	12.0	19127	6.9
Enrichment	32	1.9	544	1.3	8485	3.0
Practical information	21	1.3	319	0.7	1230	0.4
Other	0	0.0	0	0.0	0	0.0
Total	154	9.3	6067	14.0	28841	10.3

Table G15, continued

Focus on	Number of Activities	Participants per activity			Participant Hours per activity		
		Median	Mean	Std. Dev.	Median	Mean	Std. Dev.
Personal	101	22	51.5	144.0	75	189.4	327.8
Enrichment	32	10	17.0	27.1	61.5	58.5	96.7
Practical information	21	15	15.2	11.0	22.5	265.1	1077.3
Other	0	0.0	0.0	0.0	0.0	0.0	0.0

Table G16

Source of Decision for Offering Activities

n = 1658 activities

Decision to offer made by	Total Activities Number	Total Activities Percentage	Total Participants Number	Total Participants Percentage	Total Participant Hours Number	Total Participant Hours Percentage
Teacher center director	654	39.4	18078	41.9	89024	31.9
Teacher center staff	463	27.9	9269	21.5	49307	17.7
Policy board	220	13.3	5373	12.4	73725	26.5
Committee	64	3.9	2988	6.9	12750	4.6
District	16	1.0	311	0.7	858	0.3
Director/staff/committee with policy board	126	7.6	2565	5.9	29226	10.5
Teacher center with district	46	2.8	2104	4.9	12656	4.5
Other combination	25	1.5	697	1.6	2449	0.9
Other	44	2.6	1800	4.2	8603	3.1
Total	1658	100.0	43185	100.0	278597	100.0

Table G16, continued

Decision to offer made by	Number of Activities	Participants per activity Median	Participants per activity Mean	Participants per activity Std. Dev.	Participant Hours per activity Median	Participant Hours per activity Mean	Participant Hours per activity Std. Dev.
Teacher center director	654	14	27.6	80.5	35	136.1	401.3
Teacher center staff	463	15	20.0	20.8	44	106.5	193.3
Policy board	220	15	24.4	43.7	211.25	335.1	416.9
Committee	64	13.5	46.7	140.9	77.5	199.2	342.9
District	16	16.5	19.4	9.2	44.5	53.6	37.8
Director/staff/committee with policy board	126	14	20.4	27.8	78.5	231.9	363.3
Teacher center with district	46	22.5	45.7	68.4	53.25	275.1	356.2
Other combination	25	19	27.9	34.2	46	98.0	148.1
Other	44	22.5	44.6	64.2	116.25	214.6	250.1

Table G17

Reason for Offering Activities:

Participation Details

n = 1658 activities

Reason for offering	Total Activities Number	Total Activities Percentage	Total Participants Number	Total Participants Percentage	Total Participant Hours Number	Total Participant Hours Percentage
Client request	705	42.5	17551	40.6	97593	35.0
Staff recommendation	263	15.9	5804	13.4	29057	10.4
Formal needs assessment	208	12.5	3748	8.7	41079	14.7
District priority/request	107	6.5	4796	11.1	27328	9.8
Outgrowth of earlier activity	86	5.2	1458	3.4	11272	4.0
Project objective	70	4.2	2142	5.0	14513	5.2
Policy board initiative	65	3.9	1306	3.0	24275	8.7
External impetus/support	61	3.7	4088	9.5	22165	8.1
Committee recommendation	42	2.5	860	2.0	5257	1.9
Evolved from teacher project	20	1.2	708	1.6	3406	1.2
Other	31	1.9	724	1.7	2655	1.0
Total	1658	100.0	43185	100.0	278597	100.0

Table G17, continued

Reason for offering	Number of Activities	Participants per activity Median	Participants per activity Mean	Participants per activity Std. Dev.	Participant Hours per activity Median	Participant Hours per activity Mean	Participant Hours per activity Std. Dev.
Client request	705	15	24.9	88.03	52	138.4	276.4
Staff recommendation	263	16	22.1	22.7	35	110.5	446.9
Formal needs assessment	208	13	18.0	18.2	86	197.5	267.0
District priority/ request	107	25	44.8	62.0	105	255.4	364.0
Outgrowth of earlier act'y	86	12	17.0	37.3	35.5	131.1	374.8
Project objective	70	12.5	30.6	74.0	82.5	207.3	314.1
Policy board initiative	65	13	20.1	29.6	300	373.5	398.6
External impetus/ support	61	17	67.0	182.63	120	363.4	688.7
Committee recommendation	42	15	20.5	21.29	40	125.2	192.4
Evolved from teacher project	20	18.5	35.4	41.1	96	170.3	239.4
Other	31	17	18.4	10.2	46	95.5	102.2

Table G18

Number of Meetings per Activity

n = 1658 activities

Total number, activities	1658.0
Total number, meetings	4010.0
Median number per activity	1.0
Mean	2.4
Standard deviation	0.57

Table G19

Duration of Meetings

n = 1658 activities

Total number, meetings	4010.0
Total hours of meetings	12783.2
Median hours per meeting	2.5
Mean hours	3.2
Standard deviation	1.74

Table G20

Time Span of Activities

n = 1658 activities

Time Span	Total Activities		Total Participants		Total Participant Hours	
	Number	Percentage	Number	Percentage	Number	Percentage
One day	1151	69.4	33971	78.7	102996	37.0
Two days to one week	199	12.0	4173	9.6	62826	21.0
2 - 4 weeks	167	10.1	2813	6.5	65893	23.7
5 - 8 weeks	70	4.2	1086	2.5	21967	7.9
9 - 16 weeks	50	3.0	883	2.0	24590	8.8
17 - 20 weeks	9	0.5	119	0.3	2558	0.9
More than 20 weeks	12	0.8	140	0.4	1941	0.7
Total	1658	100.0	43185	100.0	278597	100.0

Table G20, continued

Time Span	Number of Activities	Participants per activity			Participant Hours per activity		
		Median	Mean	Std. Dev.	Median	Mean	Std. Dev.
One day	1151	15	29.5	75.2	33	89.5	240.3
2 - 6 days	172	15	21.9	23.0	198	327.9	403.8
One week	27	13	15.0	9.2	64	83.3	67.7
2 - 4 Weeks	167	15	16.8	13.9	240	394.6	565.1
5 - 8 weeks	70	15	15.5	10.0	160.5	313.8	564.4
9 - 16 weeks	50	16	17.7	9.9	450	491.8	359.4
17 - 20 weeks	9	10	13.2	9.6	262.5	284.2	193.9
More than 20 weeks	12	10	11.7	6.7	125	161.8	123.4

Table G21

Duration Type

n = 1658 activities

Type	Total Activities		Total Participants		Total Participant Hours	
	Number	Percentage	Number	Percentage	Number	Percentage
D_1 Meetings: 1 Hours: 1/2-3 Span: 1 day	883	53.3	24812	57.4	49700	17.8
D_2 Meetings: 1 Hours: 3 1/2-9 1/2 Span: 1 day	268	16.1	9159	21.2	53296	19.1
D_3 Meetings: 2-4 Hours: 1/2-9 1/2 Span: 2-6 days	145	8.7	3299	7.7	42416	15.3
D_4 Meetings: 2-4 Hours: 1/2-9 1/2 Span: 1-4 weeks	84	5.1	1409	3.3	11908	4.3
D_5 Meetings: 2-4 Hours: 1/2-9 1/2 Span: 5-16 weeks	25	1.5	367	0.8	3337	1.2
D_6 Meetings: 5-8 Hours: 1/2-9 1/2 Span: 5-8 weeks	40	2.4	602	1.4	7399	2.7
D_7 Meetings: 5-8 Hours: 1/2-9 1/2 Span: 9-40 weeks	12	0.7	169	0.4	2104	0.8
D_8 Meetings: 9-12 Hours: 1/2-9 1/2 Span: 4-8 weeks	12	0.7	216	0.5	6708	2.4
D_9 Meetings: 9-15 Hours: 1/2-9 1/2 Span: 9-20 weeks	44	2.8	752	1.7	25147	9.1
D_{10} Other combination of number of meetings, hours and span.	145	8.7	2400	5.6	76582	27.3
Total	1658	100.0	43185	100.0	278597	100.0

Table G22

Size of Groups Served in Activities

n = 1658 activities

Size of Group	Number of Activities	Percentage
Less than 6	222	13.4
6 - 10	341	20.6
11 - 15	313	18.8
16 - 20	239	14.4
21 - 25	152	9.2
26 - 30	107	6.5
31 - 35	81	4.9
36 - 40	33	2.0
41 - 50	54	3.3
51 - 100	56	3.4
101 - 200	45	2.6
More than 200	15	0.9
Total	1658	100.0

Table G23

Role Group of Primary Instructor/Facilitator:

Participation Details

n = 1658 activities

Role Group	Total Activities		Total Participants		Total Participant Hours	
	Number	Percentage	Number	Percentage	Number	Percentage
Classroom teacher	409	24.7	9263	21.4	78744	28.3
Other teacher professional staff	47	2.8	1283	3.0	6084	2.2
Teacher center director	124	7.5	3396	7.9	15515	5.6
Other teacher center staff	485	29.3	12284	28.4	53996	19.4
Professor	189	11.4	4747	11.0	50804	18.2
Independent consultant	129	7.8	5787	13.4	34451	12.4
School administrator	105	6.3	2275	5.3	20996	7.5
Other resource person	132	8.0	3239	7.5	13603	4.9
Other	38	2.2	911	2.1	4405	1.5
Total	1658	100.0	43185	100.0	278597	100.0

Table G23, continued

Role Group	Number of Activities	Participants per activity			Participant Hours per activity		
		Median	Mean	Std. Dev.	Median	Mean	Std. Dev.
Classroom teacher	409	12	22.6	74.1	51	192.5	479.4
Other teacher professional staff	47	15	27.3	59.61	42	129.4	235.6
Teacher center director	124	15.5	27.4	34.1	44.5	125.1	184.0
Other teacher center staff	485	16	25.3	45.5	35	111.3	273.0
Professor	189	15	25.1	36.3	119	268.8	387.3
Independent consultant	129	18	44.9	131.8	105	267.1	396.8
School administrator	105	16	21.7	21.4	84	200.0	257.3
Other resource person	132	14.5	24.5	58.5	51.5	103.1	142.2
Other	38	15	31.4	68.2	60	158.8	329.49

Table G24

Team Facilitation/Instruction:

Participation Details

n = 1658 activities

Team Facilitation	Total Activities		Total Participants		Total Participant Hours	
	Number	Percentage	Number	Percentage	Number	Percentage
No	1146	69.1	28503	66.0	181902	65.3
Yes. Facilitators from same role group.	340	20.5	8804	20.4	41010	14.7
Yes. Facilitators from different role groups.	172	10.4	5878	13.6	55685	20.0
Total	1658	100.0	43185	100.0	278597	100.0

Table G24, continued

Team Facilitation	Number of Activities	Participants per activity			Participant Hours per activity		
		Median	Mean	Std. Dev.	Median	Mean	Std. Dev.
No	1146	14	24.9	71.8	49.5	158.7	331.7
Yes. Facilitators from same role group.	340	17	25.9	35.3	35.5	120.6	239.4
Yes. Facilitators from different role groups.	172	21	34.2	45.1	156.0	323.7	555.8

Table G25

Instructional Processes: Participation Details

n = 1658 activities

Process	Total Activities Number	Total Activities Percentage	Total Participants Number	Total Participants Percentage	Total Participant Hours Number	Total Participant Hours Percentage
Verbal presentation	1154	69.6	33038	75.5	219166	78.7
Discussion	894	53.9	18115	41.9	148800	53.4
Experiential	770	46.4	15251	35.3	137817	49.5
Demonstration	630	38.0	13663	31.6	106688	38.3
Media	98	5.9	4633	10.7	27251	9.8
Other	37	22.3	916	2.1	7680	2.7
Concurrent sessions	15	0.9	1914	4.4	21231	7.6

* Since activities could involve more than one instructional process, totals are inappropriate.

G25, continued

Process	Number of Activities	Participants per activity Median	Participants per activity Mean	Participants per activity Std. Dev.	Participant Hours per activity Median	Participant Hours per activity Mean	Participant Hours per activity Std. Dev.
Verbal presentation							
One presenter	782	15	28.6	83.7	64	194.8	382.5
More than one presenter	372	19	28.8	34.7	77.5	179.7	272.5
Discussion	894	14	20.3	27.4	60	166.4	273.7
Experiential	770	15	19.8	25.6	75	179.0	331.9
Demonstration	630	14	21.7	35.6	63	169.3	355.2
Media	98	17	47.3	143.1	114	278.1	465.6
Other	37	9.5	24.6	57.3	45	210.8	363.5
Concurrent sessions	15	75	127.6	125.4	861	1415.4	1312.8

Table G26

Evaluation: Participation Details*

n = 1658 activities

	Total Activities		Total Participants		Total Participant Hours	
Evaluation Process	Number	Percentage	Number	Percentage	Number	Percentage
Standard procedure	1018	61.4	20502	47.5	172335	61.9
Activity-specific procedure	119	7.2	2918	6.8	37418	13.4
Informal/Verbal	73	4,4	2675	6.2	8187	2.9
Follow-up procedure	54	3.3	733	1.7	21687	7.8
Other	20	1.2	267	0.6	5874	2.1
None	451	27.2	17238	39.9	63101	22.6

* Totals are inappropriate since activities could be evaluated by more than one method.

Table G26, continued

		Participants per activity			Participant Hours per activity		
Evaluation Process	Number of Activities	Median	Mean	Std. Dev.	Median	Mean	Std. Dev.
Standard procedure	1018	15	20.1	28.8	64	169.3	286.8
Activity-specific procedure	119	15	24.5	25.9	155	314.4	505.9
Informal/Verbal	73	16	36.6	67.0	33	112.2	242.2
Follow-up procedure	54	13.5	13.6	6.51	375	401.6	266.4
Other	20	9.5	13.3	9.58	130.5	293.7	443.2
None	451	15	38.2	108.9	32	139.9	433.5

Table G27

Method of Announcement: Participation Details*

n = 1658 activities

	Total Activities		Total Participants		Total Participant Hours	
Method of Announcement	Number	Percentage	Number	Percentage	Number	Percentage
Regular publication	900	54.3	17955	41.6	160442	57.6
Activity-specific print material	542	32.7	16419	38.0	122420	43.9
District communication channel	186	11.2	7447	17.2	57590	20.7
Personal contact	231	13.9	5427	12.6	28142	10.1
Public media	120	7.2	4364	10.1	23954	8.6
Other	46	2.7	934	2.2	4975	1.8

* Totals are inappropriate since activities could be announced in more than one way.

Table G27, continued

		Participants per activity			Participant Hours per activity		
Method of Announcement	Number of Activities	Median	Mean	Std. Dev.	Median	Mean	Std. Dev.
Regular publication	900	13	19.9	34.2	54	178.3	348.7
Activity-specific print material	542	15	30.3	77.4	90	225.9	386.7
District communication channel	186	20	40.0	109.6	150	309.6	473.3
Personal contact	231	13	23.5	48.2	38	121.8	315.9
Public media	120	19	36.4	56.0	82	199.6	308.0
Other	46	13.5	20.3	25.3	42	108.1	190.0

Table G28

Time Activities Convened: Participation Details

n = 1658 activities

Time Convened	Total Activities		Total Participants		Total Participant Hours	
	Number	Percentage	Number	Percentage	Number	Percentage
During working day	447	27.0	18788	43.5	81016	29.1
After school	580	35.0	9357	21.7	44937	16.1
Evening	132	8.0	3467	8.0	14667	5.3
Weekend	52	3.1	1379	3.2	13728	4.9
Other holiday	377	22.7	8294	19.2	104352	37.5
During day/after school	31	1.9	594	1.4	9574	3.4
After school/evening	21	1.3	449	1.0	4254	1.5
Other combination	9	0.5	260	0.6	3421	1.2
Other	9	0.5	597	1.4	2650	1.0
Total	1658	100.0	43185	100.0	278597	100.0

Table G28, continued

Time Convened	Number of Activities	Participants per activity			Participant Hours per activity		
		Median	Mean	Std. Dev.	Median	Mean	Std. Dev.
During working day	447	18	42.0	106.1	75	181.2	371.2
After school	580	12	16.1	21.8	30	77.5	139.4
Evening	132	16	26.3	39.6	35	111.1	178.0
Weekend	52	15.5	26.5	32.5	88.5	264.0	441.1
Other holiday	377	14	22.0	45.9	108	276.8	508.0
During day/after school	31	16	19.2	12.0	126	308.8	406.3
After school/evening	21	15	21.4	22.0	104	202.5	262.5
Other combination	9	26	28.9	19.8	312	380.1	319.6
Other	9	27	72.9	133.0	150	327.8	350.0

Table G29

Location of Activities: Participation Details

n = 1658 activities

Location	Total Activities		Total Participants		Total Participant Hours	
	Number	Percentage	Number	Percentage	Number	Percentage
Teacher center	917	55.3	15667	36.3	100817	36.2
School	557	33.6	20721	48.0	118973	42.7
Other district site	27	1.6	518	1.2	7980	2.9
College	45	2.8	1702	3.9	19780	7.1
Community facility	27	1.6	774	1.8	6691	2.4
Other	85	5.1	3803	8.8	24358	8.7
Total	1658	100.0	43185	100.0	278597	100.0

Table G29, continued

Location	Number of Activities	Participants per activity			Participant Hours per activity		
		Median	Mean	Std. Dev.	Median	Mean	Std. Dev.
Teacher center	917	12	17.1	33.8	36	109.9	214.0
School	557	18	37.2	93.7	85	213.6	363.7
Other district site	27	15	19.2	11.6	220	295.5	306.0
College	45	22	37.8	55.5	240	439.5	455.0
Community facility	27	22	28.7	29.0	75	247.8	586.2
Other	85	35	44.7	70.7	48	286.6	830.3

Table G30

Available Incentives: Participation Details*

n = 1658 activities

Incentive	Total Activities		Total Participants		Total Participant Hours	
	Number	Percentage	Number	Percentage	Number	Percentage
No tangible incentive	632	38.1	13447	31.1	51008	18.3
Client release	313	18.9	10827	25.1	63627	22.8
District credit	195	11.8	4097	9.5	50761	18.2
School closed	142	8.6	8144	18.9	29416	10.6
College credit	140	8.4	2835	6.6	68524	24.6
Financial support	125	7.5	1829	4.2	23233	8.3
State credit	113	6.8	1607	3.7	33430	12.0
Added attraction	77	4.6	1585	3.7	8812	3.2
Other	203	12.2	9785	22.7	34091	12.2

* Since activities could have more than one incentive for participation, totals are inappropriate.

Table G30, continued

Incentive	Number of Activities	Participants per activity			Participant Hours per activity		
		Median	Mean	Std. Dev.	Median	Mean	Std. Dev.
No tangible incentive	632	13	21.3	45.2	30	80.7	294.7
Client release	313	17	34.6	90.4	90	203.3	379.5
District credit	195	15	21.0	23.0	150	260.3	305.9
School closed	142	22	57.4	134.4	61.25	207.2	469.8
College credit	140	17	20.3	18.8	355.5	489.5	541.2
Financial support	125	13	14.6	10.3	40	185.9	335.3
State credit	113	13	14.2	9.2	210	295.8	249.5
Added attraction	77	12	20.6	24.1	36	114.4	213.9
Other	203		48.2	114.4		167.9	401.7

Table G31

Inducer Type: Participation Details

n = 1658 activities

	Total Activities		Total Participants		Total Participant Hours	
Type of Inducer*	Number	Percentage	Number	Percentage	Number	Percentage
No inducing factors	67	4.0	2767	6.2	13938	5.0
One of 3 factors positive	396	23.9	9245	21.4	57488	20.6
Two of 3 factors positive	477	28.8	9930	23.0	89355	32.1
Positive for all 3 factors	718	43.3	21334	49.4	117817	42.3

* These inducer factors were "time," "location" and "tangible incentives."

- "Time" was considered a positive factor if the activity was held during the working day. All other times were regarded as negative.
- "Location" was considered a positive factor if the activity was held at a school or the teacher center. All other locations were considered as negative.
- "Incentives" was considered a positive factor if at least one tangible, e.g., release time, were associated with the activity.

Table G31, continued

		Participants per activity			Participant Hours per activity		
Type	Number of Activities	Median	Mean	Std. Dev.	Median	Mean	Std. Dev.
No inducing factors	67	35	39.9	54.9	35	208.0	783.5
One of 3 factors positive	396	15	23.3	47.6	48	145.2	293.5
Two of 3 factors positive	477	13	20.8	38.6	48	187.3	361.6
Positive for all 3 factors	718	16	29.7	82.2	64	164.1	303.4